WIDA™

World-Class Instructional Design and Assessment

English Language Proficiency Standards

Pre-Kindergarten through Grade 12

Companion Resource Document
for
Teachers and Administrators

Virginia Department of Education
Division of Instruction

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Superintendent of Public Instruction
Billy K. Cannaday, Jr., Ed.D.

Chief Deputy Superintendent of Public Instruction
Patricia I. Wright, Ed.D.

Assistant Superintendent for Instruction
Linda M. Wallinger, Ph.D.

Office of Program Administration and Accountability
Roberta Schlicher, Director
Judy Radford, ESL coordinator
Stacy Freeman, ESL specialist
Megan Moore, Education specialist

NOTICE TO THE READER

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Purpose

The WIDA English Language Proficiency (ELP) Standards Companion Resource Document has been prepared to support the implementation of the standards in Virginia. This companion document contains the WIDA ELP Standards, language proficiency levels, performance definitions, and the formative and summative model performance indicators for each of the four language domains and five grade clusters. Some suggested uses of this companion document are:

- Divisionwide training for general education and English as a Second Language (ESL) teachers;
- A guide for administrators in evaluating ESL teachers;
- Lesson planning for specific grades and language proficiency levels; and
- Conferences with parents of English Language Learners (ELLs).

Organization of the Document

The Companion Resource Document is organized by the five grade clusters, Pre-K-K, Grades 1-2, grades 3-5, grades 6-8, and grades 9-12. Within each grade cluster, the Companion Resource Document is organized by ELP standard, language proficiency level, and language domain.

WIDA English Language Proficiency Standards

- English Language Proficiency Standard 1: English language learners communicate for **Social** and **Instructional** purposes within the school setting.
- English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content of **Language Arts.**
- English Language Proficiency Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content of **Mathematics.**
- English Language Proficiency Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content of **Science**.
- English Language Proficiency Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content of **Social Studies.**

Language Proficiency Levels

The language proficiency levels show the progression of language learning and development from 1, entering the process, to 6, reaching the end of the continuum. The language proficiency levels represent what an ELL student should know and be able to do at each level within each domain (listening, speaking, reading, and writing). The proficiency levels also include: linguistic complexity – the amount and quality of speech or writing for a given situation; vocabulary usage – the specificity of words or phrases for a given context; and language control – the comprehensibility of the communication based on the amount and types of errors. The standards contain the six language proficiency levels as follows:

- Level 1 (Entering)
- Level 2 (Beginning)
- Level 3 (Developing)
- Level 4 (Expanding)
- Level 5 (Bridging)
- Level 6 (Reaching)

Language Domains

Within each of the proficiency levels, the WIDA ELP standards also include the four language domains as follows:

- **Listening**- process, understand, interpret, and evaluate spoken language in a variety of situations;
- **Speaking**- engage in oral communication in a variety of situations for a variety of purposes and audiences;
- **Reading**- process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency; and
- **Writing**- engage in written communication in a variety of situations for a variety of purposes and audiences.

Although strands for listening, speaking, reading, and writing have been developed separately, they should be integrated when taught.

Model Performance Indicators (MPIs)

The MPIs appear in two different formats: Formative (the processes of learning) and Summative (the outcomes of learning). Within each grade cluster and domain, there are MPIs for each language proficiency level. Both formative and summative MPIs focus on the same example topic from a content area reflected in the standard, forming a "strand" that illustrates the language development continuum. Each MPI contains three elements: a language function (e.g., describe, justify), an example topic (e.g., weather, human populations), and a form of support (e.g., pictures or illustrations, working in small groups).

Clarification of selected information within the WIDA English Language Proficiency (ELP) Standards Companion Resource Document

- Wh- questions refer to who, what, when, where, and why.
- Level 6 – Reaching- does not reflect Model Performace Indicators (MPIs) as English Language Learners (ELLs) at this stage of the language acquisition continuum are in mainstream classes and are classified as post monitor 1 and post monitor 2 (Non-LEP).
- Beginning with grade cluster 1-2, in Standard 2 the genre, formative and summative MPIs are somewhat similar. Formative MPIs give the ELLs the opportunity to work with partners, and in groups to accomplish the task. The summative MPI offers the option to test the formative MPI without peer support.
- In the Formative MPI, ELLs are given the opportunity to use their first language for instructional support, clarification, and understanding. Moreover, whenever providing support, teachers need to think of the resources that are available in your school. If staff support or other resources in the students' first language are not available, then use of the first language would not be an appropriate support. Finally, it is important to note that there is a difference between the use of the first language for instruction and its use as a resource in instruction. In this case, since the focus is the development of students' proficiency in English, the use of first language is as a cognitive scaffold to students' performance in English.
- The Summative MPI does not allow for the use of the first language when assessing the ELL.

WIDA™ ELP Standards
Grades PreK – K

Grades: PreK – K
English Language Proficiency Standard 1
English language learners communicate in English for **Social** and **Instructional** purposes**.**

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
Listening	**Model Performance Indicators** **Formative** • Mimic musical beats or movements modeled by teachers in a whole group (e.g., hop, hop, jump; one clap, two claps) **Summative** • Identify recreational objects (e.g., balls, swings) from pictures (of school, playground or park scenes) as directed orally	**Model Performance Indicators** **Formative** • Respond to chants based on illustrations using gestures, movement or instruments modeled by teachers in a whole group **Summative** • Follow one-step oral directions from pictures of recreational objects used in activities and oral statements	**Model Performance Indicators** **Formative** • Respond to songs based on illustrations using gestures, movement or instruments modeled by teachers in a whole group **Summative** • Follow two-step oral directions pertaining to use of recreational objects in activities from pictures and oral descriptions (e.g., "Pick up the ball. Then give it to a friend.")
Speaking	**Model Performance Indicators** **Formative** • Repeat answers to questions about position or location of real-life objects or persons (e.g., "Where's Maria? *Here.*") **Summative** • Repeat polite words or expressions when modeled (e.g., "Please" and "Thank you") in short dialogues	**Model Performance Indicators** **Formative** • Answer questions or commands about position or location of real-life objects or persons using relational words (e.g., "Where's the bunny? *Over there*.") **Summative** • Make polite requests from models or gestures (e.g., "Please sit down.")	**Model Performance Indicators** **Formative** • Relate position or location of real-life objects or persons using phrases (e.g., "under the table," "on the floor," "in the corner") **Summative** • Use polite language in conversations (e.g., role play, telephone talk)

Grades: PreK – K
English Language Proficiency Standard 1
English language learners communicate in English for **Social** and **Instructional** purposes**.**

	Level 1 (Entering)	Level 2 (Beginning	Level 3 (Developing)
Reading	**Model Performance Indicators** **Formative** • Identify environmental print related to hygiene or safety around classroom or school (e.g., washrooms, fire extinguisher) in their first language or second language **Summative** • Pair shapes of words related to illustrated classroom objects with print versions	**Model Performance Indicators** **Formative** • Find real-life objects or pictures related to hygiene or safety that match environmental print around classroom or school (e.g., labels for soap, sink) in their first language or second language **Summative** • Match labeled pictures of familiar objects to those in illustrated classroom scenes (e.g., "Here is a picture with a word inside. Find the same word.")	**Model Performance Indicators** **Formative** • Identify icons, symbols and words related to hygiene or safety found in environmental print or pictures around classroom or school in their first language or second language **Summative** • Associate initial sounds or letters of illustrated classroom objects with words in print
Writing	**Model Performance Indicators** **Formative** • Produce drawings of familiar games from home or school based on class models using language experience in their first language or second language **Summative** • Trace, copy or depict daily routines in drawings	**Model Performance Indicators** **Formative** • Describe familiar games from home or school based on class models using language experience in their first language or second language **Summative** • Reproduce initial letters associated with daily routines from labeled drawings or illustrated models	**Model Performance Indicators** **Formative** • Tell how to play familiar games from home or school based on class models using language experience in their first language or second language **Summative** • Label pictures of daily routines from illustrated models using words with invented spellings

Grades: PreK – K

English Language Proficiency Standard 1

English language learners communicate in English for **Social** and **Instructional** purposes**.**

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
Listening	**Model Performance Indicators** **Formative** • Interpret songs, (e.g., melodies from diverse cultures) based on illustrations through movement or playing of instruments in small groups or whole class **Summative** • Indicate use of recreational objects in activities from pictures and complex oral directions (e.g., "Show me how to pass the ball from person to person.")	**Model Performance Indicators** **Formative** • Follow lyrics of songs and respond accordingly in small groups or whole class (e.g., "Put your right foot in…") **Summative** • Simulate playing activities according to pictures and sequential oral descriptions (e.g., "Make two rows. Choose a friend. Have the friend go between the rows.")	
Speaking	**Model Performance Indicators** **Formative** • Indicate contrasting or opposite position or location of real-life objects or persons using phrases or short sentences (e.g., "The ball goes *up*. The ball comes *down*.") **Summative** • Give compliments, offer apologies or express gratitude within conversations	**Model Performance Indicators** **Formative** • Describe position or location of real-life objects or persons using sentences **Summative** • Adapt polite language to social situations appropriate to audience	

Grades: PreK – K
English Language Proficiency Standard 1
English language learners communicate in English for **Social** and **Instructional** purposes**.**

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
Reading	**Model Performance Indicators** **Formative** • Connect environmental print or pictures related to hygiene or safety to teacher reading of illustrated books in their first language or second language **Summative** • Distinguish letters, words and sentences in illustrated classroom scenes	**Model Performance Indicators** **Formative** • Share "oral reading" of illustrated books related to hygiene or safety with a partner **Summative** • Identify words or phrases within illustrated classroom scenes	
Writing	**Model Performance Indicators** **Formative** • Depict stories about familiar games from home or school with the class using language experience in their first language or second language **Summative** • Describe daily routines from illustrated models using words and phrases with invented spellings	**Model Performance Indicators** **Formative** • Create class books about games from home or school using language experience in their first language or second language **Summative** • Compose notes about daily routines using phrases or short sentences with invented spellings	

Grades: PreK - K
English Language Proficiency Standard 2
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts.**

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
Listening	**Model Performance Indicators** **Formative** - Point to features of big books in a large group (e.g., "cover," "title," "author," "illustrator") according to oral commands **Summative** - Identify pictures of make-believe animals or persons as modeled orally (e.g., "Here is a make-believe horse. Find another one.")	**Model Performance Indicators** **Formative** - Show directionality of print in various sources in a large group (e.g., left to right, beginning/ ending of pages, top/bottom) according to oral commands **Summative** - Match make-believe pictures of animals or persons to oral statements (e.g., "This make-believe horse has a horn. Find one *without* a horn.")	**Model Performance Indicators** **Formative** - Identify features of text in context with a partner (e.g., spaces between words, sentences) according to oral directions **Summative** - Place pictures of make-believe animals or persons according to oral directions (e.g., "First is the girl; she is the princess. The prince is next to her.")
Speaking	**Model Performance Indicators** **Formative** - Repeat key words in rhymes from picture cues in a whole group **Summative** - Repeat words or phrases from rhymes supported by illustrations	**Model Performance Indicators** **Formative** - Chant phrases or short sentences in rhymes using gestures from picture cues in a whole group **Summative** - Complete phrases from rhymes supported by illustrated models	**Model Performance Indicators** **Formative** - Rehearse short rhymes using gestures from picture cues in whole or small groups **Summative** - Describe persons or events in rhymes supported by illustrations

Grades: PreK - K
English Language Proficiency Standard 2
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts.**

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
Reading	**Model Performance Indicators** **Formative** • Match pictures and icons with those that are the same with a partner **Summative** • Distinguish between illustrated examples of print and non-print	**Model Performance Indicators** **Formative** • Sort pictures and icons that are the same or different with a partner **Summative** • Match illustrated examples of the same form of print (e.g., two signs, two magazines)	**Model Performance Indicators** **Formative** • Classify illustrated words that are the same or different with a partner **Summative** • Match functions of different forms of print with illustrated examples (e.g., notes, lists, menus)
Writing	**Model Performance Indicators** **Formative** • Experiment making symbols or letters from models using realia (e.g., in the sand, from play dough) **Summative** • Draw or trace examples of environmental print (e.g., from foods or clothes	**Model Performance Indicators** **Formative** • Reproduce symbols or letters from models using realia (e.g., straws) **Summative** • Copy examples of environmental print from labeled icons or objects	**Model Performance Indicators** **Formative** • Trace symbols or letters associated with pictures or realia **Summative** • Produce names of objects or icons represented in environmental print using invented spellings (e.g., ☼ = sun)

Grades: PreK - K

English Language Proficiency Standard 2

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts.**

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
Listening	**Model Performance Indicators** **Formative** • Sort features of text with a partner (e.g., lower/upper case letters, periods/ question marks) according to oral directions **Summative** • Arrange pictures of make-believe animals or persons in logical order according to oral directions	**Model Performance Indicators** **Formative** • Match illustrations to oral reading of related sentences or short stories **Summative** • Organize pictures to create make-believe stories (e.g., beginning, middle, end) according to descriptive oral discourse	
Speaking	**Model Performance Indicators** **Formative** • Complete short rhymes using gestures from picture cues in whole or small groups **Summative** • Discuss what happens (plot or events) in rhymes supported by illustrations	**Model Performance Indicators** **Formative** • Recite rhymes using gestures from memory in whole or small groups **Summative** • Paraphrase rhymes supported by illustrations	

Grades: PreK - K

English Language Proficiency Standard 2

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts.**

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
Reading	**Model Performance Indicators** **Formative** • Identify letters in illustrated words that are the same or different with a partner **Summative** • Identify elements of print (e.g., letters, words, sentences) represented in illustrated forms	**Model Performance Indicators** **Formative** • Point out features of words that are the same and different with a partner (e.g., capital v. lower case letters) **Summative** • Find elements of print in different forms (e.g., the same word in different fonts)	
Writing	**Model Performance Indicators** **Formative** • Copy symbols or letters of beginning sounds from labeled pictures in context **Summative** • List examples of environmental print in illustrated scenes using icons, words or phrases with invented spellings	**Model Performance Indicators** **Formative** • Produce letters of beginning sounds from pictures in context **Summative** • Use examples of environmental print in illustrated scenes to produce phrases or short sentences with invented spellings	

Grades: PreK - K
English Language Proficiency Standard 3
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics.**

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
Listening	**Model Performance Indicators** **Formative** • Associate size of real-life objects (e.g., "big," "little") with nonstandard measurement tools with a partner as modeled orally **Summative** • Imitate pattern sounds with physical movement from modeling (e.g., clap, snap, stomp)	**Model Performance Indicators** **Formative** • Sort real-life objects by size (e.g., "short," "long") using nonstandard measurement tools with a partner as modeled orally **Summative** • Select "What comes first, next or last?" in illustrated patterns according to oral directions	**Model Performance Indicators** **Formative** • Determine size of real-life objects using nonstandard measurement tools (e.g.,3 hands long) with a partner as modeled orally **Summative** • Sort patterns from nonpatterns in pictures from oral directions
Speaking	**Model Performance Indicators** **Formative** • Participate in and supply quantity words in songs and chants in a whole group (e.g., "*One*, *two*, button my shoe.") **Summative** • Indicate size of objects in pictures (e.g., "small," "big") using gestures and words	**Model Performance Indicators** **Formative** • Complete phrases in songs and chants involving quantity in a whole group (e.g., "*One* potato, *two* potato, _____.") **Summative** • Specify size of objects in pictures (e.g., "a small ball," "a big ball")	**Model Performance Indicators** **Formative** • Repeat verses and chants involving quantity in a whole group **Summative** • Compare the size of two objects in pictures using phrases (e.g., "the smaller ball")

Grades: PreK - K

English Language Proficiency Standard 3

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics.**

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
Reading	**Model Performance Indicators** **Formative** • Identify icons or pictures of real-life objects with a single attribute as modeled (e.g., "This is a toy. Find the picture of a toy.") **Summative** • Match pictures of real-life objects (e.g., books or windows) with figures of geometric shapes	**Model Performance Indicators** **Formative** • Classify icons or pictures of real-life objects with a single attribute that belong and don't belong to a group as modeled **Summative** • Classify pictures of real-life objects according to geometric shapes (e.g., circles or squares)	**Model Performance Indicators** **Formative** • Identify icons or pictures of real-life objects with two attributes that belong to a group as modeled (e.g., "Find the big, yellow ones.") **Summative** • Sort diagrams of geometric shapes according to their first letter (e.g., "c" or "r")
Writing	**Model Performance Indicators** **Formative** • Draw or trace matched pairs of real-life objects as modeled and directed orally (e.g., two hands, two feet) **Summative** • Draw, trace or copy pictures from models to express times of day	**Model Performance Indicators** **Formative** • Connect 1:1 matched sets of real-life objects or pictures as modeled and directed orally (e.g., three pencils with three pencils) **Summative** • Depict times of day (e.g., day or night) from illustrated scenes and models using icons, letters or scribble writings	**Model Performance Indicators** **Formative** • Trace numerals that correspond to matched sets of real-life objects or pictures as modeled and directed orally **Summative** • Express times of day (e.g., morning, noon or night) from illustrated scenes and models using words with invented spellings

Grades: PreK - K

English Language Proficiency Standard 3

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics.**

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
Listening	**Model Performance Indicators** **Formative** • Estimate size of objects from pictures using nonstandard measurement tools with a partner as directed orally **Summative** • Identify patterns from pictures (e.g., "girl, boy, girl, boy") from oral directions	**Model Performance Indicators** **Formative** • Rank size of objects described according to nonstandard measurement tools with a partner as directed orally **Summative** • Form patterns from pictures (e.g., "the tall girl, the short girl, the tall boy, the short boy") from detailed oral directions	
Speaking	**Model Performance Indicators** **Formative** • Provide sentences or lines from songs and chants involving quantity in a whole group **Summative** • Make statements about size from pictures or illustrated scenes (e.g., "This is the *biggest*.")	**Model Performance Indicators** **Formative** • Initiate and lead songs and chants involving quantity in a whole group **Summative** • Make up related sentences or "stories" about differences in size using comparative language from illustrated scenes	

Grades: PreK - K

English Language Proficiency Standard 3

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics.**

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
Reading	**Model Performance Indicators** **Formative** • Sort labeled icons or pictures of real-life objects with two attributes into groups as modeled **Summative** • Find pairs of matching words and diagrams of geometric shapes	**Model Performance Indicators** **Formative** • Arrange labeled icons or pictures of real-life objects with two attributes by group membership as modeled (e.g., *small* animals with *four* legs) **Summative** • Identify words for geometric shapes from labeled diagrams	
Writing	**Model Performance Indicators** **Formative** • Make or reproduce numerals up to number ten with various materials that correspond to matched sets of pictures from word walls or word banks as modeled **Summative** • Complete "story" starters related to times of day from illustrated scenes and models using words or phrases with invented spellings	**Model Performance Indicators** **Formative** • Supply numerals and number words that correspond to matched sets of pictures from word walls or word banks **Summative** • Produce "stories" about times of day related to events or actions using phrases or short sentences with invented spellings	

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Grades: PreK - K

English Language Proficiency Standard 4

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science.**

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
Listening	**Model Performance Indicators** **Formative** • Indicate change in self through gestures or environment from pictures, according to oral commands **Summative** • Classify living or non-living things from oral statements and pictures	**Model Performance Indicators** **Formative** • Match pictures or photographs of offspring with adults following oral models (e.g., from seeds to plants, from kittens to cats) as examples of change **Summative** • Match oral descriptions of living or non-living things with pictures (e.g., "It lives in water. It swims.")	**Model Performance Indicators** **Formative** • Identify stages of development in pictures of self or organisms in the environment following oral models as examples of change **Summative** • Identify living or non-living things from WH-questions and pictures (e.g., "Which animal has no legs?")
Speaking	**Model Performance Indicators** **Formative** • Associate senses with physical actions with a partner in their first language or second language **Summative** • Name familiar objects in photographs or illustrations associated with weather conditions (e.g., "cloud")	**Model Performance Indicators** **Formative** • Give examples of uses of senses with a partner in their first language or second language (e.g., "I see…") **Summative** • Describe weather conditions from photographs or illustrations (e.g., "windy")	**Model Performance Indicators** **Formative** • Describe everyday activities that involve senses with a partner in their first language or second language **Summative** • Predict weather conditions from illustrated scenes (e.g., "It's going to rain.")

Grades: PreK - K

English Language Proficiency Standard 4

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science.**

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing
Reading	**Model Performance Indicators** **Formative** • Match outlines of animals to pictures or objects (e.g., fitting puzzle pieces) with a partner **Summative** • Apply concepts of print to books about body parts (e.g., "The book is about eyes. Show me the title of the book.")	**Model Performance Indicators** **Formative** • Match pictures of animals with labels to animal icons with a partner **Summative** • Pair labeled pictures of body parts with matching icons	**Model Performance Indicators** **Formative** • Sort pictures of animals with labels by first letter (e.g., cat, cow) with a partner **Summative** • Associate labeled pictures of body parts with initial consonants (e.g., nose-n)
Writing	**Model Performance Indicators** **Formative** • Create "messages" in their first language or second language by experimenting with or mixing colors (e.g., paints) **Summative** • Produce drawings of materials needed for scientific inquiry from labeled pictures	**Model Performance Indicators** **Formative** • Practice making letters or scribble writings from models in their first language or second language using a variety of colors and media **Summative** • Copy names of materials needed for scientific inquiry from labeled pictures	**Model Performance Indicators** **Formative** • Produce letters and words with invented spellings in their first language or second language based on model picture books or experiments about colors **Summative** • Reproduce lists of materials needed for scientific inquiry (e.g., bean, water, soil) from labeled pictures using words with invented spellings

Grades: PreK - K

English Language Proficiency Standard 4

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science.**

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
Listening	**Model Performance Indicators** **Formative** • Sort illustrated activities by stages of development of self or organisms in the environment following oral models as examples of change **Summative** • Match features (e.g., feathers/birds, fur/ dogs, skin/people) of living or nonliving things according to pictures and oral directions)	**Model Performance Indicators** **Formative** • Sequence illustrated activities that denote change in self or environment (e.g., life cycle of plants) as directed orally **Summative** • Organize pictures with labels or other graphic representations of features of living or nonliving things described orally	
Speaking	**Model Performance Indicators** **Formative** • Explain why senses are useful or important to a partner in their first language or second language **Summative** • Compare or contrast weather conditions in illustrated scenes	**Model Performance Indicators** **Formative** • Predict how senses are affected by change (e.g., injury, temperature) **Summative** • Express likes, dislikes or preferences, with reasons, related to weather conditions from illustrated scenes	

Grades: PreK - K

English Language Proficiency Standard 4

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science.**

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
Reading	**Model Performance Indicators** **Formative** - Find animal words in picture books and classrooms (e.g., on word walls, bulletin boards) with or without a partner **Summative** - Find labeled pictures of body parts with the same initial consonant (e.g., fingers-feet)	**Model Performance Indicators** **Formative** - Classify pictures of animals with labels according to picture books (e.g., at the farm) **Summative** - Match pictures of body parts with words	
Writing	**Model Performance Indicators** **Formative** - Reproduce words or phrases with invented spellings in their first language or second language found in picture books or experiments about colors **Summative** - Describe materials used in scientific inquiry using words or phrases with invented spellings	**Model Performance Indicators** **Formative** - Compose "stories" about colors (e.g., rainbows) using drawings and words, phrases or short sentences with invented spellings in their first language or second language **Summative** - Relate experiences from use of materials in scientific inquiry using phrases or short sentences with invented spellings	

Grades: PreK – K
English Language Proficiency Standard 5
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies.**

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series Of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
Listening	**Model Performance Indicators** **Formative** • Point to or locate symbols or holiday scenes in classrooms, pictures or objects named orally (e.g., flags) **Summative** • Associate sounds of different modes of transportation with pictures (e.g., "Which goes choo choo?")	**Model Performance Indicators** **Formative** • Show symbols of holidays from pictures or objects based on oral commands (e.g., a pumpkin with a face) **Summative** • Identify modes of transportation from visually supported rhymes or chants (e.g., "The Wheels on the Bus")	**Model Performance Indicators** **Formative** • Match symbols of holidays with illustrated scenes based on oral directions **Summative** • Match pictures of modes of transportation with descriptive statements (e.g., "Airplanes go fast.")
Speaking	**Model Performance Indicators** **Formative** • Repeat names of and identify clothing on self or peers when modeled in their first language or second language **Summative** • Repeat names of different types of homes or habitats from models and illustrations (e.g., "house," "nest")	**Model Performance Indicators** **Formative** • Brainstorm names of articles of clothing (e.g., "shorts," "pants") with peers in their first language or second language **Summative** • Match homes or habitats to animals in illustrated scenes using phrases or chunks of language (e.g., "bee hive," "in a pond"	**Model Performance Indicators** **Formative** • Describe clothing on self to peers in phrases or short sentences **Summative** • Describe different types of homes or habitats from illustrated scenes using phrases or short sentences

Grades: PreK – K

English Language Proficiency Standard 5

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies.**

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
Reading	**Model Performance Indicators** **Formative** • Categorize pictures according to names of seasons in a whole group **Summative** • Recognize food-related symbols or icons in illustrations	**Model Performance Indicators** **Formative** • Find labeled illustrations or photographs modeled on word walls or displays of seasons in small groups **Summative** • Match labeled pictures with words about food from various sources (e.g., labels on cans or cartons)	**Model Performance Indicators** **Formative** • Match labeled illustrations or photographs of seasons to those in trade books in small groups **Summative** • Find labeled pictures of food by initial sounds or consonants (e.g., "pineapple," "peas")
Writing	**Model Performance Indicators** **Formative** • Draw self-portrait and copy or trace name **Summative** • Draw personal responses to people, places or objects in school from pictures or models	**Model Performance Indicators** **Formative** • Draw family portrait from models or photographs and identify people by initials **Summative** • Represent people, places or objects in school from pictures and models using letters or scribble writings	**Model Performance Indicators** **Formative** • Draw family members from models or photographs and label people and pets **Summative** • Label people, places or objects in school from pictures and models using words with invented spellings.

Grades: PreK – K

English Language Proficiency Standard 5

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies.**

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
Listening	**Model Performance Indicators** **Formative** - Identify symbols of holidays within illustrated scenes based on oral directions **Summative** - Pair modes of transportation with their environment (e.g., "Jets fly in the air,") based on pictures and oral directions	**Model Performance Indicators** **Formative** - Find symbols of holidays based on oral descriptions or oral reading **Summative** - Differentiate modes of transportation from the past or present based on pictures and oral descriptions	
Speaking	**Model Performance Indicators** **Formative** - Describe, with details, clothing worn by peers or by characters in picture books (e.g., "He has a red and blue sweater.") **Summative** - Compare/contrast different types of homes or habitats from illustrated scenes using related sentences	**Model Performance Indicators** **Formative** - Give reasons for wearing different kinds of clothing **Summative** - Provide detailed information about homes or habitats (e.g., personal address or "Birds live in nests in trees.")	

Grades: PreK – K

English Language Proficiency Standard 5

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies.**

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
Reading	**Model Performance Indicators** **Formative** • Compare labeled illustrations of seasons in various trade books in small groups **Summative** • Sort pictures of food by initial sounds or consonants (e.g., "Find foods that start with the letter B.")	**Model Performance Indicators** **Formative** • Identify words associated with seasons in illustrated expository text in small groups **Summative** • Identify food words in illustrated phrases or short sentences	
Writing	**Model Performance Indicators** **Formative** • Draw and describe family members using words or phrases with invented spellings **Summative** • Make lists of people, places or objects in school from pictures and models using words or phrases with invented spellings	**Model Performance Indicators** **Formative** • Produce illustrated "stories" about self and family using phrases or short sentences with invented spellings **Summative** • Create "stories" about people, places or objects in school from pictures using phrases or short sentences with invented spellings	

WIDA™ ELP Standards
Grades 1 – 2

Grades 1 – 2
English Language Proficiency Standard 1
English language learners communicate in English for **Social** and **Instructional** purposes within the school setting.

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series Of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
Listening	**Model Performance Indicators** **Formative** • Follow oral directions according to simple commands using manipulatives or real-life objects (e.g., "Show me your paper.") **Summative** • Identify symbols, objects or people associated with classrooms or school areas, personnel or activities from pictures and oral statements (e.g., "Office" or "Exit")	**Model Performance Indicators** **Formative** • Follow oral directions according to complex commands using manipulatives or real life objects (e.g., "Put the cubes in a row across the paper.") **Summative** • Locate school areas, personnel or activities from pictures and oral descriptive phrases (e.g., "corner of the room," "washroom down the hall")	**Model Performance Indicators** **Formative** • Follow oral directions by comparing them with visual cues, nonverbal cues or modeling (e.g., "Fold the paper in half. Then place it on your table the long way.") **Summative** • Relate school areas, personnel or activities described orally in a series of sentences to illustrated school or classroom scenes
Speaking	**Model Performance Indicators** **Formative** • Answer yes/no or choice questions about likes or dislikes with a partner in their first language or second language (e.g., "Do you like school?") **Summative** • Name everyday objects depicted visually in real-life contexts (e.g. "paper" in a classroom scene)	**Model Performance Indicators** **Formative** • Share likes, dislikes or needs with a partner in their first language or second language **Summative** • Tell primary function or use of everyday objects depicted visually (e.g., "You write on it.")	**Model Performance Indicators** **Formative** • Paraphrase or combine likes, dislikes or needs with a partner (e.g., "She likes cake and ice cream.") in their first language or second language **Summative** • Relate multiple functions or uses of everyday objects depicted visually (e.g., "I do homework on the table and eat dinner there.")

Grades 1 – 2
English Language Proficiency Standard 1
English language learners communicate in English for **Social** and **Instructional** purposes within the school setting.

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
Reading	**Model Performance Indicators** **Formative** • Match icons or pictures to same on board games or other leisure activities with a partner **Summative** • Match illustrated words with a word bank about cooperation or sharing	**Model Performance Indicators** **Formative** • Place labeled pictures with corresponding pictures on board games or other leisure activities with a partner **Summative** • Identify illustrated phrases reflective of cooperation or sharing (e.g., "I help.")	**Model Performance Indicators** **Formative** • Respond to words or phrases on board games or other leisure activities by carrying out actions with a partner **Summative** • Find examples of cooperation or sharing in illustrated sentences (e.g., "I give her my book.")
Writing	**Model Performance Indicators** **Formative** • Draw or orally dictate personal experiences involving feelings and emotions in their first language or second language from pictures or photographs **Summative** • Trace, copy or produce words about self using models and pictures	**Model Performance Indicators** **Formative** • Label personal experiences involving feelings and emotions in their first language or second language using pictures or photographs **Summative** • Make lists for varying personal purposes using models and pictures (e.g., school supplies)	**Model Performance Indicators** **Formative** • Produce phrases or sentences about personal experiences involving feelings and emotions in their first language or second language **Summative** • Relate personal facts (e.g., to pen pals) using models and pictures (e.g., "I play soccer.")

Grades 1 – 2
English Language Proficiency Standard 1
English language learners communicate in English for **Social** and **Instructional** purposes within the school setting.

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
Listening	**Model Performance Indicators** **Formative** • Follow oral directions without visual or nonverbal support and check with a peer (e.g., "Put your name on the top line of the paper.") **Summative** • Sort school areas, personnel or activities from nonschool areas, personnel or activities according to oral descriptions with visual support (e.g., "Which person works outside the school?")	**Model Performance Indicators** **Formative** • Follow a series of oral directions without support (e.g., "Put your name on the left-hand side of the paper. Then put the date on the right-hand side.") **Summative** • Match oral descriptions of school areas, personnel or activities with individual needs or situations (e.g., "If…then…," "Suppose…")	
Speaking	**Model Performance Indicators** **Formative** • Give reasons for likes, dislikes or needs with a partner (e.g., "I like _____ because...") in their first language or second language **Summative** • Compare/contrast uses of everyday objects depicted visually (e.g., "I wash myself with soap. I dry myself with a towel.")	**Model Performance Indicators** **Formative** • Convince a partner to share your likes, dislikes or needs in their first language or second language **Summative** • Evaluate and give reasons for usefulness of everyday objects (e.g., "Pencils are better than crayons for writing. You can write neater with pencils.")	

Grades 1 – 2
English Language Proficiency Standard 1
English language learners communicate in English for **Social** and **Instructional** purposes within the school setting.

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
Reading	**Model Performance Indicators** **Formative** • Carry out directions according to a series of sentences for board games or other leisure activities with a partner **Summative** • Select illustrated pairs of sentences reflective of cooperation or sharing (e.g., "I give her my book. She gives me hers.")	**Model Performance Indicators** **Formative** • Follow grade level written directions for board games or other leisure activities **Summative** • Identify titles or main ideas illustrative of cooperation or sharing based on grade level text	
Writing	**Model Performance Indicators** **Formative** • Maintain diaries or journals of related sentences about personal experiences involving feelings and emotions in their first language or second language **Summative** • Produce personal messages for friends or family using models and pictures	**Model Performance Indicators** **Formative** • Compose illustrated stories based on personal experiences involving feelings and emotions **Summative** • Compose personal stories from pictures or illustrated scenes	

Grades: 1-2

English Language Proficiency Standard 2

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts.**

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series Of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
Listening	**Model Performance Indicators** **Formative** • Identify characters, places, or objects from visuals and oral phrases in illustrated patterned or predictable books after numerous recitations • Follow along with classmates with role play activities modeled and described orally (e.g., gestures for songs, chants or poems) **Summative** • Identify characters, places, or objects from visuals and oral phrases in illustrated pattern or predictable books • Match pictures to sentences read aloud	**Model Performance Indicators** **Formative** • Match visuals of characters, places, or objects with oral statements from illustrated pattern or predictable books after numerous recitations • Role play familiar, everyday activities modeled in illustrated books read by teachers in small groups **Summative** • Match visuals of characters, places, or objects with oral statements from illustrated pattern or predictable books • Order pictures of related sentences read aloud that use sequential language (e.g., first, second, last; first, then, next)	**Model Performance Indicators** **Formative** • Compare/contrast visuals of characters, places, or objects from a series of oral sentences from illustrated pattern or predictable books after numerous recitations • Role play characters in plays, videos or illustrated stories read by teachers in small groups **Summative** • Compare/contrast visuals of characters, places, or objects from a series of oral sentences from illustrated pattern or predictable books • Sequence pictures of stories read aloud by beginning, middle, and end

Grades: 1-2
English Language Proficiency Standard 2
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts.**

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
Speaking	**Model Performance Indicators** **Formative** • Name people (e.g., "boy," "man") or objects depicted on illustrated covers of fictional stories with a partner in their first language or second language • Repeat new language related to story pictures or wordless picture books modeled by teachers **Summative** • Name people (e.g., "boy," "man") or objects depicted in illustrated covers of fictional stories • Name persons (characters) or settings of stories from picture books	**Model Performance Indicators** **Formative** • Describe people or objects in titles in illustrated covers of fictional stories with a partner in their first language or second language • Describe people or places depicted in story pictures or wordless picture books in small groups or pairs **Summative** • Describe people or objects in titles in illustrated covers of fictional stories • Describe characters of stories from picture books	**Model Performance Indicators** **Formative** • Predict ideas in storylines based on titles and illustrated covers of fictional stories and share with a partner • State actions of characters or describe events depicted in story pictures or wordless picture books in small groups or pairs **Summative** • Predict ideas in storylines based on titles and illustrated covers of fictional stories • State main ideas or themes of stories, including characters or settings, from picture books or illustrated short stories
Reading	**Model Performance Indicators** **Formative** • Pair illustrated features or photographs of places or objects with icons in non-fiction books in small groups • Demonstrate awareness of unique sounds by pointing or through gestures • Sequence a series of pictures to tell stories **Summative** • Pair illustrated features or photographs of places or objects with icons in non-fiction books (e.g., ☺ and a person's face) • Recognize sounds in spoken words with accompanying illustrations	**Model Performance Indicators** **Formative** • Connect illustrated features or photographs of places or objects with descriptive words or phrases in non-fiction books in small groups • Match voice to print by pointing to icons, letters, or illustrated words • Match a series of pictures that tell stories with sequence words (e.g., "first," "then," "last") **Summative** • Connect illustrated features or photographs of places or objects with descriptive words or phrases in nonfiction books • Blend sounds together to make words, shown visually	**Model Performance Indicators** **Formative** • Compare/contrast illustrated features of places or objects using graphic organizers and phrases or short sentences in non-fiction books in small groups • Cross-check pictures with phonics clues with a partner • Select titles that correspond to a sequence of pictures **Summative** • Compare/contrast illustrated features of places or objects using graphic organizers and phrases or short sentences in non-fiction books • Remove or add sounds to existing words to make new words, shown visually (e.g., "Cover up the t in cart. What do you have now?")

Grades: 1-2
English Language Proficiency Standard 2
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts.**

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
Writing	**Model Performance Indicators** **Formative** • Copy words related to settings or characters in illustrated folktales from word walls or big books • Reproduce symbols, letters or pictures of rhyming pairs from illustrated charts or displays with a partner **Summative** • Select and copy words related to settings or characters in illustrated folktales from word banks • Reproduce illustrated word pairs by families (e.g., cat, hat)	**Model Performance Indicators** **Formative** • Describe settings or characters in illustrated folktales from phrase walls or big books • Pair rhyming words from illustrated charts or displays with a partner **Summative** • Describe settings or characters in illustrated folktales from phrase banks • Generate lists of word families from illustrated models	**Model Performance Indicators** **Formative** • Compare/contrast two characters, settings, or events in illustrated folktales using graphic organizers with a partner • Produce and organize rhyming words from pictures on charts, displays or graphic organizers with a partner **Summative** • Compare/contrast two characters, settings, or events in illustrated folktales using graphic organizers • Make statements or questions about illustrated word families

Grades: 1-2

English Language Proficiency Standard 2

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts.**

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
Listening	**Model Performance Indicators** **Formative** • Interpret visual connections between characters, places, or objects in pages read aloud from illustrated pattern or predictable books • Reenact scenes in plays, videos or illustrated stories read by teachers in small groups **Summative** • Interpret visual connections between characters, places, or objects in paragraphs or pages read aloud from illustrated pattern or predictable books • Match story sequence read aloud to a series of pictures (e.g., "Once upon a time…and they lived happily ever after.")	**Model Performance Indicators** **Formative** • Draw conclusions about characters, places or objects from pattern or predictable books read aloud • Dramatize grade level stories that are read by teachers or viewed **Summative** • Draw conclusions about main ideas from patterned or predictable books read aloud • Select logical outcomes or endings to stories read aloud	

Grades: 1-2
English Language Proficiency Standard 2
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts.**

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
Speaking	**Model Performance Indicators** **Formative** • Make up the beginning of storylines based on titles and illustrated covers of fictional stories and share with a partner • Tell stories from pictures of wordless picture books in small groups or pairs **Summative** • Make up the beginning of storylines based on titles and illustrated covers of fictional stories • Narrate main events of plot sequences in given time frames of picture books or illustrated short stories	**Model Performance Indicators** **Formative** • Connect storylines to personal experiences based on titles and illustrated covers of fictional stories • Create original stories from a series of pictures, wordless picture books or personal experiences **Summative** • Relate storylines to personal experiences based on titles and illustrated covers of fictional stories • Retell stories using story elements from picture books or short stories	
Reading	**Model Performance Indicators** **Formative** • Categorize illustrated features of places or objects using graphic organizers and sentences in nonfiction books in small groups • Use phonics clues to sound out illustrated words in context • Sequence a series of sentences to related pictures **Summative** • Categorize illustrated features of places or objects using graphic organizers and sentences in nonfiction books • Segment illustrated sentences into words or phrases	**Model Performance Indicators** **Formative** • Summarize features of places or objects from multiple compound sentences in nonfiction books • Predict words or phrases based on context cues in grade-level text • Sequence short paragraphs to tell stories **Summative** • Summarize features of places or objects from multiple compound sentences in nonfiction books • Identify or spell/sound correspondence in grade-level text	

Grades: 1-2
English Language Proficiency Standard 2
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts.**

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
Writing	**Model Performance Indicators** **Formative** • Relate sequence of events to characters and settings in illustrated folktales using graphic organizers with a partner • Use rhyming words in phrases or short sentences from illustrated charts or displays with a partner **Summative** • Describe sequence of events related to characters and settings in illustrated folktales using graphic organizers • Describe illustrated word families using related sentences	**Model Performance Indicators** **Formative** • Connect events, characters, or morals in illustrated folktales to self • Create original stories or poems using rhyming words in sentences from charts or displays **Summative** • Connect events, characters, or morals in illustrated folktales to self • Create stories about word families	

Grades: 1-2

English Language Proficiency Standard 3

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics.**

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
Listening	**Model Performance Indicators** **Formative** • Shade or color graphs according to oral commands modeled by a teacher (e.g., "Here is a graph. Color this bar red.") **Summative** • Identify two- or three- dimensional shapes depicted in illustrations described orally (e.g., "Find a shape like the sun.")	**Model Performance Indicators** **Formative** • Identify data in graphs from oral commands or questions modeled by a teacher (e.g., "Which bar shows the most?") **Summative** • Match attributes of two- or three-dimensional shapes described orally to objects	**Model Performance Indicators** **Formative** • Locate information on graphs based on oral statements or questions (e.g., "Which bar shows that most people like ice cream?") and check with a partner **Summative** • Identify objects composed of multiple two- or three- dimensional shapes described orally (e.g., "Put a sphere or ball on either side of a cylinder. What do you see?")
Speaking	**Model Performance Indicators** **Formative** • Provide identifying information that involves real-world numbers (e.g., age, address or telephone number) to a partner **Summative** • Recite math-related words or phrases related to basic operations from pictures of everyday objects and oral statements	**Model Performance Indicators** **Formative** • Give examples of things with real-world numbers (e.g., room numbers, bus numbers or calendars) to a partner **Summative** • Restate or paraphrase basic operations from oral statements, referring to pictures of everyday objects (e.g., "Ten pencils *and* ten more are twenty.")	**Model Performance Indicators** **Formative** • Exchange examples of how or when to use numbers outside of school with a partner (e.g., shopping) **Summative** • Describe representations of basic operations from pictures of everyday objects and oral descriptions (e.g., "There are seven dogs *altogether*.")

Grades: 1-2

English Language Proficiency Standard 3

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics.**

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
Reading	**Model Performance Indicators** **Formative** • Use diagrams to guide use of standard or metric measurement tools with a partner **Summative** • Match labeled pictures with general words related to estimation (e.g., "a lot," "a little") to pictures of varying quantities	**Model Performance Indicators** **Formative** • Use labeled diagrams from texts to guide use of standard or metric measurement tools with a partner **Summative** • Match words or phrases related to estimation (e.g., "*about* 20 cents") to illustrated word banks of varying quantities	**Model Performance Indicators** **Formative** • Identify key phrases in illustrated text to use standard or metric measurement tools with a partner **Summative** • Identify language associated with estimation in illustrated phrases or sentences (e.g., "I see *close to* 100 nickels.")
Writing	**Model Performance Indicators** **Formative** • Produce pictures with numerals or reproduce words associated with quantities from models (e.g., from newspapers or magazines) **Summative** • Find and reproduce number words (e.g., from 1-100) from an assortment of labeled visuals	**Model Performance Indicators** **Formative** • Take dictation or make notes of examples of phrases associated with quantities in everyday situations (e.g., "a little of", "a lot of") **Summative** • Distinguish number words from other math words using graphic or visual support and word banks	**Model Performance Indicators** **Formative** • Provide examples of quantities in context (e.g.,"a bunch of grapes") using phrases or short sentences **Summative** • Group numbers presented in graphs or visuals using phrases or short sentences (e.g., "This group has more than 40.")

Grades: 1-2
English Language Proficiency Standard 3
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics.**

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
Listening	**Model Performance Indicators** **Formative** • Display comparative data on graphs according to oral commands (e.g., "Fill in the graph to say there are more girls than boys.") and check with a partner **Summative** • Construct two- or three-dimensional figures described orally (e.g., "Put two lines up and down and two lines across. What shape do you have?")	**Model Performance Indicators** **Formative** • Interpret data on graphs from oral descriptions (e.g., "Which graph says, 'Most children are wearing red, some are wearing blue and the fewest are wearing green?" **Summative** • Change attributes of two- or three-dimensional shapes to make others based on oral discourse (e.g., "Take one side away from a square. Then move the three line segments to make a shape. What do you have?")	
Speaking	**Model Performance Indicators** **Formative** • Explain how to play games or activities that involve numbers (e.g., sports, board games, hopscotch) to a partner **Summative** • Compare/contrast language of basic operations from pictures and oral descriptions (e.g., "Tell me different ways to say this math sentence…")	**Model Performance Indicators** **Formative** • Tell or make up stories or events that involve numbers **Summative** • Explain basic operations involved in problem solving using pictures and grade level oral descriptions	

Grades: 1-2
English Language Proficiency Standard 3
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics.**

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
Reading	**Model Performance Indicators** **Formative** • Follow illustrated directions from text to compare tools for standard or metric measurement with a partner **Summative** • Distinguish between language of estimation (e.g., "I have *almost* one dollar.") and language of precision ("I have one dollar.") in illustrated sentences	**Model Performance Indicators** **Formative** • Follow illustrated directions from text to use standard or metric measurement tools **Summative** • Order illustrated sentences involving the language of estimation used to solve grade level problems	
Writing	**Model Performance Indicators** **Formative** • Describe uses of quantities in everyday math with illustrated examples using sentences **Summative** • Compare numbers in graphs or visuals using sentences (e.g., "85 is greater than 75. It goes up higher in the table.")	**Model Performance Indicators** **Formative** • Explain the importance of everyday math using quantities in real life situations (e.g., when shopping or cooking) using a series of related sentences **Summative** • Describe illustrated scenes or events using numbers in a series of related sentences	

Grades: 1-2

English Language Proficiency Standard 4

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science.**

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)	
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.	
Listening	**Model Performance Indicators** **Formative** • Explore movement of real-life objects by following oral commands and modeling (e.g., "Push the ball. Watch it move. Make it stop.") **Summative** • Identify objects according to chemical or physical properties from pictures and oral statements. Identify objects according to chemical or physical properties from pictures and oral statements	**Model Performance Indicators** **Formative** • Move real-life objects by following multi-step oral directions (e.g., "The car goes backwards. The car then goes forwards. Finally, it stops.") **Summative** • Match objects according to chemical or physical properties from pictures and oral descriptions	**Model Performance Indicators** **Formative** • Compare movement of objects based on oral statements by pointing to pictures or demonstrating using real-life objects (e.g., "Show me which goes fastest: bikes, buses or airplanes.") **Summative** • Group objects according to chemical or physical properties from pictures and oral statements (e.g., "Water and milk are liquids. You can pour them. Find something else to pour.")	
Speaking	**Model Performance Indicators** **Formative** • Name objects of the earth or sky from observation, photographs or models **Summative** • Use words or phrases related to weather from pictures or photographs (e.g., "clouds in sky")	**Model Performance Indicators** **Formative** • Describe objects of the earth or sky from observation, photographs or models (e.g., "The sun is big and yellow.") **Summative** • Make statements about weather from pictures or photographs (e.g. "It's raining.")	**Model Performance Indicators** **Formative** • State relationships between objects of the earth or sky using diagrams, photographs or models (e.g., Mercury is closest to the sun.") **Summative** • Compare/contrast weather conditions from pictures, photographs or graphs	

Grades: 1-2

English Language Proficiency Standard 4

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science.**

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
Reading	**Model Performance Indicators** **Formative** • Select labeled natural resources (e.g., sources of water) to make posters from magazine pictures with a partner **Summative** • Identify living organisms from labeled diagrams, pictures in graphs or charts	**Model Performance Indicators** **Formative** • Search for words and pictures in big books or illustrated trade books associated with natural resources (e.g., rain or ice) with a partner **Summative** • Sort living organisms according to descriptions of their attributes using pictures and phrases with graphic organizers (e.g., T charts))	**Model Performance Indicators** **Formative** • Identify illustrated phrases associated with the use of natural resources in activities (e.g., "go swimming") with a partner **Summative** • Transfer information on living organisms and their attributes using pictures and sentences to complete graphs or charts
Writing	**Model Performance Indicators** **Formative** • Label objects that represent renewable and non-renewable materials from real-life or illustrated examples (e.g., paper, cotton or wool) in their first language or second language **Summative** • Note difference or change by labeling drawings or copying words from word banks (e.g., baby to man)	**Model Performance Indicators** **Formative** • List examples of renewable and nonrenewable materials from illustrated word/phrase banks using graphic organizers (e.g., T chart) in their first language or second language **Summative** • Identify change according to stages of processes or cycles (e.g., from seeds to plants or from caterpillars to butterflies) using words or phrases	**Model Performance Indicators** **Formative** • Distinguish between renewable and nonrenewable resources from pictures or real life materials (e.g. using phrases or short sentences with opposites) in their first language or second language **Summative** • Describe change in processes or cycles depicted in visuals using phrases and short sentences

Grades: 1-2
English Language Proficiency Standard 4
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science.**

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
Listening	**Model Performance Indicators** **Formative** • Predict movement of objects by pointing to pictures or demonstrating based on oral statements (e.g., "Show what happens when you let go of balloons.") **Summative** • Rank or compare objects according to chemical or physical properties from pictures and oral descriptions (e.g., "Which one is the coldest?")	**Model Performance Indicators** **Formative** • Role play effects of force on motion through gestures or demonstration based on oral scenarios **Summative** • Identify chemical or physical change in properties of objects based on oral scenarios	
Speaking	**Model Performance Indicators** **Formative** • Discuss and show changes in the earth and sky using diagrams, photographs or models (e.g., seasons, day/night) **Summative** • Forecast weather and provide reasons from pictures, photographs or graphs	**Model Performance Indicators** **Formative** • Report, with details, on topics about the earth and sky (e.g., the Big Dipper) using diagrams, photographs or models **Summative** • Validate weather forecasts against pictures, photographs or graphs	

Grades: 1-2
English Language Proficiency Standard 4
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science.**

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
Reading	**Model Performance Indicators** **Formative** • Classify illustrated sentences associated with the use/non-use of natural resources in activities with a partner **Summative** • Compare living organisms according to their attributes using illustrated graphs or charts and text	**Model Performance Indicators** **Formative** • Sequence sentences to show the use of natural resources in activities (e.g., washing clothes) **Summative** • Interpret graphs or charts related to living organisms and their attributes using explicit grade level text	
Writing	**Model Performance Indicators** **Formative** • Describe goods made from renewable or nonrenewable resources from pictures or real life materials using sentences **Summative** • Compare/contrast change depicted in visuals using a series of sentences	**Model Performance Indicators** **Formative** • Evaluate usefulness of goods made from renewable and nonrenewable resources using a series of related sentences **Summative** • Explain the process of change in visuals using connected sentences	

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Grades: 1-2

English Language Proficiency Standard 5

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies.**

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
Listening	**Model Performance Indicators** **Formative** • Match signs around neighborhoods with actions based on oral commands and pictures, realia or field trips (e.g., "Stop, look, listen" at railroad crossings) with a partner **Summative** • Match land forms or bodies of water with illustrated scenes based on oral questions or directions	**Model Performance Indicators** **Formative** • Identify signs or places in communities from oral statements and pictures, realia or field trips (e.g., "Firefighters work here.") with a partner **Summative** • Identify characteristics of land forms or bodies of water from oral descriptions and visuals (e.g., "You see many hills. This one is the highest.")	**Model Performance Indicators** **Formative** • Locate places in relation to other places or signs in neighborhoods or communities from pictures, maps or field trips and oral statements (e.g., "The house is next to the park.") with a partner **Summative** • Classify or group land forms or bodies of water by common characteristics described orally with visuals (e.g., oceans, rivers, streams)
Speaking	**Model Performance Indicators** **Formative** • State what families do based on gestures or modeling in small groups **Summative** • Name community workers shown doing their jobs in pictures or illustrated scenes	**Model Performance Indicators** **Formative** • Share personal responsibilities within a family based on pictures or role playing (e.g., "I feed the dog.") in small groups **Summative** • State roles of community workers in pictures or illustrated scenes	**Model Performance Indicators** **Formative** • Compare responsibilities of family members (e.g., younger and older siblings) based on pictures, role playing or personal experiences in small groups **Summative** • Describe encounters or interactions with community workers in illustrated scenes

Grades: 1-2

English Language Proficiency Standard 5

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
Reading	**Model Performance Indicators** **Formative** • Use phonetic clues to sort or match real or visuals of currencies from around the world, (e.g., peso, penny) **Summative** • Match labeled pictures with illustrated artifacts of the past	**Model Performance Indicators** **Formative** • Associate words or phrases related to currencies with illustrated word/ phrase walls or picture books **Summative** • Sort types of artifacts of the past (e.g., transportation v. communication) described in illustrated phrases	**Model Performance Indicators** **Formative** • Match simple sentences about familiar experiences with uses of currency shown in illustrations **Summative** • Compare/contrast information about artifacts of the past from illustrated text
Writing	**Model Performance Indicators** **Formative** • Draw and label pictures of different types of homes or habitats from models (e.g., on bulletin boards) **Summative** • Reproduce or label pictures of products in the marketplace from illustrated word banks	**Model Performance Indicators** **Formative** • Identify different types of homes or habitats from pictures or models using general vocabulary (e.g., "Birds *here*.") **Summative** • Describe products in the marketplace from illustrated examples	**Model Performance Indicators** **Formative** • Describe different types of homes or habitats from pictures using some specific vocabulary (e.g., "Birds live in nests.") **Summative** • Compare attributes of two products in the marketplace from illustrated examples

Grades: 1-2

English Language Proficiency Standard 5

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
Listening	**Model Performance Indicators** **Formative** • Find specific locations on neighborhood or community maps based on detailed oral statements (e.g., "The school is at the corner of First and Oak.") with a partner **Summative** • Locate land forms or bodies of water based on specific language, descriptive oral discourse and visuals	**Model Performance Indicators** **Formative** • Construct or complete neighborhood or community maps with places and signs based on a series of oral directions **Summative** • Differentiate land forms or bodies of water based on specific language and oral scenarios (e.g., mountains, hills or plateaus)	
Speaking	**Model Performance Indicators** **Formative** • Propose changes to personal or family responsibilities based on role playing or personal experiences in small groups **Summative** • Explain importance or contributions of community workers in illustrated scenes	**Model Performance Indicators** **Formative** • Discuss or rate importance of personal or family responsibilities in small groups **Summative** • Predict impact of community workers in emergencies or unusual situations	

Grades: 1-2

English Language Proficiency Standard 5

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
Reading	**Model Performance Indicators** **Formative** • Sequence illustrated sentences about familiar experiences with uses of currency to make a story **Summative** • Summarize information about artifacts of the past from illustrated text	**Model Performance Indicators** **Formative** • Select titles for grade level stories about money and banking **Summative** • Interpret explicit information about artifacts of the past from illustrated text	
Writing	**Model Performance Indicators** **Formative** • Compare different types of homes or habitats from illustrated scenes using specific vocabulary (e.g., hives v. caves) **Summative** • State uses of products in the marketplace from illustrated examples	**Model Performance Indicators** **Formative** • Produce stories about different types of homes or habitats using grade level vocabulary **Summative** • Evaluate usefulness of products in the marketplace and give reasons for choices or decisions	

WIDA™ ELP Standards
Grades 3 – 5

Grades: 3-5
English Language Proficiency Standard 1
English language learners communicate in English for **Social** and **Instructional** purposes**.**

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
Listening	**Model Performance Indicators** **Formative** - Identify materials needed to complete tasks from realia and oral commands and check with a partner (e.g., "Take out a number 2 pencil.") **Summative** - Follow one-step oral commands supported visually or modeled	**Model Performance Indicators** **Formative** - Select materials or resources needed to complete tasks based on realia and compound sentences and check with a partner (e.g., "You need your activity sheet and math book.") **Summative** - Follow two-step oral commands supported visually that involve language of request (e.g., "Please open your book *and* point to a picture.")	**Model Performance Indicators** **Formative** - Match materials or resources needed to complete tasks with their uses based on realia and oral directions and check with a partner **Summative** - Follow multi-step oral commands supported visually that incorporate language of request (e.g., "I'm asking you to close your book, put it in your desk and get in line.")

Grades: 3-5
English Language Proficiency Standard 1
English language learners communicate in English for **Social** and **Instructional** purposes**.**

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
Speaking	**Model Performance Indicators** **Formative** • Seek assistance from peers or teachers to gather information (e.g., for assignments) in their first language or second language **Summative** • Produce words in response to WH-questions about self from picture prompts and models	**Model Performance Indicators** **Formative** • Respond to questions from peers or teachers about information gathering (e.g., finding meaning of words) in their first language or second language **Summative** • Produce phrases or short sentences in response to personal, open-ended questions from picture prompts	**Model Performance Indicators** **Formative** • Ask questions to obtain information to share with peers in their first language or second language **Summative** • Use sentences to provide information about self or opinions in response to picture prompts
Reading	**Model Performance Indicators** **Formative** • Identify words or phrases related to self or personal experiences from illustrated text or word/phrase walls **Summative** • Select general themes related to leisure activities from pictures and words or phrases (e.g., "Play ball.")	**Model Performance Indicators** **Formative** • Make predictions from illustrated text using prior knowledge or personal experiences **Summative** • Locate information in visually or graphically supported text on leisure activities (e.g., soccer schedule)	**Model Performance Indicators** **Formative** • Confirm predictions based on prior knowledge or personal experiences from illustrated text **Summative** • Identify overall message from visually or graphically supported examples of leisure activities
Writing	**Model Performance Indicators** **Formative** • Draw, label or list substances or objects around school, home or community related to health or safety from visuals in their first language or second language **Summative** • Produce words/phrases associated with school rules or procedures from illustrated scenes and models	**Model Performance Indicators** **Formative** • Describe health or safety practices around school, home or community from visuals (e.g., pedestrian safety) in their first language or second language **Summative** • List dos and don'ts regarding school rules or procedures from illustrated scenes (e.g., "Don't run in the halls.")	**Model Performance Indicators** **Formative** • Sequence health or safety procedures or practices at school, home or community from visuals (e.g., fire or disaster drills, accidents on the playground) in their first language or second language **Summative** • Give examples of school rules or procedures from illustrated scenes for specific situations (e.g., fire drills, lunchroom)

Grades: 3-5

English Language Proficiency Standard 1

English language learners communicate in English for **Social** and **Instructional** purposes**.**

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
Listening	**Model Performance Indicators** **Formative** - Sequence use of materials or resources needed to complete tasks based on realia and oral directions and check with a partner **Summative** - Follow a series of oral directions supported visually that involve language of request (e.g., "First, I would like you to…Then, please…Finally,…")	**Model Performance Indicators** **Formative** - Evaluate use of materials or resources needed to complete tasks based on oral discourse (e.g., "I may need to change my answer. Which kind of writing tool would be best?") **Summative** - Follow multiple linguistically complex oral directions that involve language of request (e.g., "Before you wash your hands, please be so kind as to clean up the mess under your desk.")	
Speaking	**Model Performance Indicators** **Formative** - Clarify information by restating or rephrasing ideas to peers in their first language or second language **Summative** - Express connected ideas to relate personal information or opinions using picture prompts	**Model Performance Indicators** **Formative** - Offer specific information that supports ideas with peers **Summative** - Provide extended discourse with justification in regard to personal information or opinions	

Grades: 3-5
English Language Proficiency Standard 1
English language learners communicate in English for **Social** and **Instructional** purposes**.**

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
Reading	**Model Performance Indicators** **Formative** • Compare/contrast personal experiences with those in illustrated text **Summative** • Compare information from visually or graphically supported text on leisure activities (e.g., soccer schedule for September and October)	**Model Performance Indicators** **Formative** • Evaluate validity of information in grade level text based on personal experiences **Summative** • Infer information on leisure activities from text (e.g., soccer team's travel schedule)	
Writing	**Model Performance Indicators** **Formative** • Provide examples and strategies for maintaining health or safety at school, home or community from visuals in their first language or second language **Summative** • Explain the need or importance of school rules or procedures from illustrated scenes of specific situations	**Model Performance Indicators** **Formative** • Create pieces (e.g., brochures or newsletters) about safety or health issues with classroom, school, home or community examples **Summative** • Discuss or propose modifications to school rules or consequences of breaking school rules or procedures	

Grades: 3-5
English Language Proficiency Standard 2
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts.**

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
Listening	**Model Performance Indicators** **Formative** - Match pictures to individual clues based on oral statements with a partner - Point to letter combinations, words, parts of books or illustrations in response to teachers' reading of illustrated books to show comprehension **Summative** - Match pictures to individual clues based on oral statements - Match oral statements from narrative or expository material to their illustrated representations	**Model Performance Indicators** **Formative** - Identify pictures associated with solutions to short mysteries read aloud with a partner - Gesture during shared reading of illustrated stories or trade books (e.g., giving thumbs-up/thumbs-down signals) to show comprehension **Summative** - Identify pictures associated with solutions to short mysteries read aloud - Determine literal meanings of oral passages from narrative or expository material and match to illustrations	**Model Performance Indicators** **Formative** - Make predictions based on pictures of clues/pieces of evidence from mysteries and oral descriptions in cooperative groups - Follow directions (e.g., create word families or word walls) in response to group reading of illustrated stories or trade books to show comprehension **Summative** - Make predictions based on pictures of clues/pieces of evidence from mysteries and oral descriptions - Project next in a sequence from oral discourse on narrative or expository material supported by illustrations

Grades: 3-5

English Language Proficiency Standard 2

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts.**

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
Speaking	**Model Performance Indicators** **Formative** • Answer WH- or choice questions about pictures of imaginary people, objects or situations from peers in their first language or second language • Describe self with words and gestures (e.g., features, likes and dislikes) **Summative** • Answer WH- questions to distinguish between pictures of real and imaginary people, objects or situations • Name story elements of various genres (e.g., nonfiction works, fairy tales, myths, fables or legends) depicted visually	**Model Performance Indicators** **Formative** • Describe pictures of imaginary people, objects or situations to peers in their first language or second language • Compare self with familiar persons (e.g., friends, family members, movie stars) using photographs, pictures or graphic organizers **Summative** • Describe pictures of imaginary people, objects or situations • Describe story elements of various genres supported by illustrations	**Model Performance Indicators** **Formative** • Provide details of pictures of imaginary people, objects or situations to peers • Compare self with characters in literary works using graphic organizers or technology **Summative** • Provide details of pictures of imaginary people, objects or situations • Summarize story lines, issues or conflicts in various genres supported by illustrations
Reading	**Model Performance Indicators** **Formative** • Find identifying information on biographies from words or phrases in illustrated books or word/phrase walls using physical activity • Match labels or identify facts from illustrations and phrases (e.g., "I see…," "There is…") • Use cues for sounding out unfamiliar words with accompanying visuals **Summative** • Find identifying information on biographies from illustrations, words or phrases • Find identifying information illustrative of main ideas from illustrations, words or phrases	**Model Performance Indicators** **Formative** • Sequence events in biographical sketches in illustrated books using graphic organizers or physical activity • Identify language associated with fact in fiction or nonfiction illustrated paragraphs (e.g., "I know that…," "It is true that…") • Match visually supported context cues with statements to find meaning and facilitate fluency **Summative** • Sequence events in biographical sketches using illustrations and graphic organizers (e.g., time lines) • Sort main ideas and details from sentences using visual support and graphic organizers	**Model Performance Indicators** **Formative** • Sort relevant from irrelevant biographical information in illustrated books using graphic organizers or physical activity • Sort language associated with fact or opinion in fiction or non-fiction illustrated text (e.g., "I think that...," "We believe that…," "It could be...") • Show how to use punctuation cues to facilitate expression and fluency with visually supported text **Summative** • Sort relevant from irrelevant biographical information using illustrations and graphic organizers • Match main ideas with their details from paragraphs using visual support and graphic organizers

Grades: 3-5
English Language Proficiency Standard 2
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts.**

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
Writing	**Model Performance Indicators** **Formative** - Respond to illustrated events using words or phrases based on models in round tables with peers - Produce personal word/phrase lists from labeled pictures and check with a partner for edits and revision **Summative** - Respond to illustrated events using words or phrases based on models - Identify basic conventions or mechanics in text (e.g., use of capital letters)	**Model Performance Indicators** **Formative** - List illustrated events using phrases or short sentences based on models in round tables with peers - Create phrases/short sentences from models and check with a partner for edits and revision **Summative** - List illustrated events using phrases or short sentences based on models - Differentiate uses of conventions or mechanics in illustrated sentences (e.g., those that end in periods or question marks)	**Model Performance Indicators** **Formative** - Describe a series of illustrated events using related sentences in narrative form based on models in round tables with peers - Edit and revise guided writing (e.g., for conventions and structures) based on teacher feedback **Summative** - Depict a series of illustrated events using related sentences in narrative form based on models - Relate when to use conventions or mechanics in illustrated passages (e.g., commas to indicate a series)

Grades: 3-5

English Language Proficiency Standard 2

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts.**

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
Listening	**Model Performance Indicators** **Formative** - Sequence pictures of clues/pieces of evidence from mysteries read aloud in cooperative groups - Respond non-verbally to teachers or peers (e.g., during guided reading) to demonstrate comprehension strategies **Summative** - Sequence pictures of clues/pieces of evidence from mysteries read aloud - Identify cause/effect in oral discourse from narrative or expository material supported by illustrations	**Model Performance Indicators** **Formative** - Apply analogies of events or characters in mysteries read aloud to students' lives - Connect information from oral reading of grade level material to demonstrate comprehension strategies (e.g., "Show me two sentences that go together.") **Summative** - Apply analogies of events or characters in mysteries read aloud to students' lives - Make connections and draw conclusions from oral discourse using grade level materials	

Grades: 3-5
English Language Proficiency Standard 2
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts.**

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
Speaking	**Model Performance Indicators** **Formative** • Develop and enact scenarios from pictures of imaginary people, objects or situations with peers • Compare self with motives or points of view of characters in literary works using graphic organizers or technology **Summative** • Complete scenarios from pictures of imaginary people, objects or situations • Discuss relationships among ideas or offer opinions on issues in various genres supported by illustrations	**Model Performance Indicators** **Formative** • Make up fantasies about imaginary people, objects or situations and share with peers • Explain differences between self-motives or points of view and those of characters in literary works using graphic organizers or technology **Summative** • Make up fantasies about imaginary people, objects or situations • Propose options or solutions to issues in various genres and support responses with details	
Reading	**Model Performance Indicators** **Formative** • Compare/contrast biographical information of two persons in illustrated books using graphic organizers or physical activity • Differentiate between statements of fact and opinion found in various illustrated reading selections • Identify self-monitoring and self-correcting strategies to increase fluency with visually supported text **Summative** • Compare/contrast biographical information of two persons using illustrations and graphic organizers • Interpret text to identify main ideas and details from multiple paragraphs using visual or graphic support	**Model Performance Indicators** **Formative** • Synthesize biographical information of two persons from grade level material to form opinions on people • Identify authors' purpose associated with fact or opinion in fiction or non-fiction from grade level text • Apply strategies to adjust pace and expression while reading orally **Summative** • Synthesize biographical information of two persons from grade level material to form opinions on people • Form or infer main ideas from details using grade level materials	

Grades: 3-5
English Language Proficiency Standard 2
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts.**

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
Writing	**Model Performance Indicators** **Formative** • Narrate a series of illustrated events using paragraph transitions in narrative form based on models and peer edits • Edit and revise writing (e.g., using word processing or rubrics) based on class or peer reviews **Summative** • Sequence a series of illustrated events using paragraph transitions in narrative form based on models • Revise illustrated paragraphs according to use of specified conventions or mechanics (e.g., combine sentences to make appositives)	**Model Performance Indicators** **Formative** • Produce grade level narrative stories or reports using process writing • Self-assess to edit and revise writing to produce final drafts **Summative** • Produce grade level narrative stories or reports • Provide examples and reasons for use of specified conventions or mechanics (e.g., "Why do we need commas?")	

Grades: 3-5

English Language Proficiency Standard 3

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics.**

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
Listening	**Model Performance Indicators** **Formative** • Match prices to goods using visually supported materials (e.g., newspapers or magazines) and oral questions (e.g., "Which one costs a lot?") with a partner **Summative** • Mark position/ location of numbers or illustrated objects from oral commands (e.g., "top," "bottom," "middle")	**Model Performance Indicators** **Formative** • Compare prices of goods using visually supported materials and oral questions (e.g., "Which one costs more, X or Y?") with a partner **Summative** • Identify comparative quantities of numbers or illustrated objects from oral commands or questions (e.g., "most," "least")	**Model Performance Indicators** **Formative** • Analyze prices of goods using visually supported materials and oral questions (e.g., "Which one is the most expensive?") with a partner **Summative** • Match general and some specific language associated with descriptive statistics to illustrated oral examples

Grades: 3-5
English Language Proficiency Standard 3
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics.**

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
Speaking	**Model Performance Indicators** **Formative** • Repeat information about math operations using realia or manipulatives and teacher models (e.g., "Here are 3 groups of 4.") in their first language or second language **Summative** • State words in figures or formulas from illustrated examples (e.g., X in 3 X 5 says "times")	**Model Performance Indicators** **Formative** • Paraphrase information about math operations using realia or manipulatives and teacher models in their first language or second language **Summative** • Use general vocabulary in math sentences from illustrated examples (e.g., "You *times* three *by* five.")	**Model Performance Indicators** **Formative** Connect new information about math operations to previous experiences using realia or manipulatives **Summative** • Relate multiple uses of specific vocabulary in illustrated math sentences (e.g., "How many are left when you take away?," "Which number is to the left?")
Reading	**Model Performance Indicators** **Formative** • Recreate drawings from diagrams and written directions in a small group (e.g., "Make a car like this.") **Summative** • Identify large whole numbers from pictures and models (e.g., "This number has 7 places.")	**Model Performance Indicators** **Formative** • Create scale drawings from diagrams or models and written directions in a small group **Summative** • Identify large whole numbers from pictures or models and phrases or short sentences	**Model Performance Indicators** **Formative** • Construct scale drawings from everyday experiences, diagrams or models and written sets of directions in a small group **Summative** • Sort examples of large whole numbers from pictures or models and text (e.g., those more than and less than one thousand)
Writing	**Model Performance Indicators** **Formative** • Label fractional parts of diagrams or realia from number word banks **Summative** • Reproduce names of three-dimensional shapes from labeled models (e.g., cones, cylinders or prisms)	**Model Performance Indicators** **Formative** • Describe what the fractional parts mean from diagrams or realia in phrases or short sentences **Summative** • Make lists of real-world examples of three-dimensional shapes from labeled models	**Model Performance Indicators** **Formative** • Give step-by-step process of how to solve problems involving fractions from diagrams using a series of related sentences **Summative** • Describe attributes of three-dimensional shapes from labeled models

Grades: 3-5
English Language Proficiency Standard 3
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics.**

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
Listening	**Model Performance Indicators** **Formative** • Predict prices of goods using visually supported materials and oral questions (e.g., "Which one do you think costs *under* $1000?") with a partner **Summative** • Discriminate between different meanings of language associated with descriptive statistics from illustrated oral discourse	**Model Performance Indicators** **Formative** • Make conditional purchases of goods from oral questions (e.g., "If you had $1000, which items would you buy?") **Summative** • Apply technical language related to descriptive statistics to grade level oral scenarios (e.g., "mean," "mode," "median," "range")	
Speaking	**Model Performance Indicators** **Formative** • Explain or discuss uses of information about math operations using realia or manipulatives **Summative** • Paraphrase illustrated math sentences using specific or technical vocabulary (e.g., "'How many are *left*?' means, 'What is the *remainder*?'")	**Model Performance Indicators** **Formative** • Integrate or synthesize information about math operations to create own problems • **Summative** • Explain different ways of problem solving grade level examples using specific or technical vocabulary	

Grades: 3-5

English Language Proficiency Standard 3

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics.**

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
Reading	**Model Performance Indicators** **Formative** • Reproduce scale models from diagrams and written sets of directions in a small group **Summative** • Compare examples of large whole numbers presented in pictures and text	**Model Performance Indicators** **Formative** • Build models to scale based on diagrams and written instructions (e.g., three-dimensional puzzles) **Summative** • Match situations to use of large whole numbers from grade level text	
Writing	**Model Performance Indicators** **Formative** • Describe strategies or tips for solving problems involving fractions from diagrams in paragraph form **Summative** Compare/contrast attributes of three-dimensional shapes from labeled models (e.g., "A __ is like a __ because __.")	**Model Performance Indicators** **Formative** • Create original problems involving fractions embedded in scenarios or situations **Summative** • Incorporate descriptions of three-dimensional shapes into real-world situations	

Grades: 3-5
English Language Proficiency Standard 4
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science.**

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
Listening	**Model Performance Indicators** **Formative** • Choose foods from realia, magazines or newspapers following oral directions **Summative** • Identify examples of states of matter from oral statements with visual support	**Model Performance Indicators** **Formative** • Classify foods from realia, magazines or newspapers following oral directions **Summative** • Distinguish among examples of states of matter from oral statements and visual support	**Model Performance Indicators** **Formative** • Compare choices of foods by following oral directions with visual support **Summative** • Identify series of changes in states of matter based on oral descriptions and visual support (e.g., from liquid to steam, back to liquid)
Speaking	**Model Performance Indicators** **Formative** • Organize and identify natural phenomena from real-life examples (e.g., "leaves," "insects," "rocks") in small groups **Summative** • Answer questions that name basic parts of systems depicted visually and modeled (e.g., "Your arm is a bone. What is another bone?")	**Model Performance Indicators** **Formative** • Describe natural phenomena from real-life examples using general vocabulary (e.g., "This leaf has five points.") in small groups **Summative** • Classify or give examples of parts of systems depicted visually (e.g., "Heart and blood go together.")	**Model Performance Indicators** **Formative** • Categorize natural phenomena from real-life examples and give reasons for categorization scheme using general and some specific vocabulary in small groups **Summative** • Describe functions of systems or their parts using visual support

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Grades: 3-5
English Language Proficiency Standard 4
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science.**

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
Reading	**Model Performance Indicators** **Formative** • Sort real-life objects according to labels (e.g., recyclable and not recyclable) **Summative** • Match labeled pictures representing earth materials with vocabulary (e.g., "Which one is a rock?")	**Model Performance Indicators** **Formative** • Identify ways to conserve from pictures and written text **Summative** • Sort descriptive phrases according to pictures of earth materials	**Model Performance Indicators** **Formative** • Sequence descriptive sentences and pictures to illustrate forms of conservation (e.g., recycling process) **Summative** • Differentiate among earth materials using charts, tables or graphic organizers
Writing	**Model Performance Indicators** **Formative** • Label features of the Earth based on diagrams or models (e.g., its layers) **Summative** • Copy names of astronomical objects associated with the solar system from labeled diagrams (e.g., "planets," "stars")	**Model Performance Indicators** **Formative** • Classify features of the Earth, past or present, from diagrams or graphic organizers using phrases or short sentences **Summative** • Describe features of astronomical objects from labeled diagrams	**Model Performance Indicators** **Formative** • Describe features of the Earth, past or present, from diagrams or graphic organizers using related sentences **Summative** • Compare/contrast astronomical objects from diagrams or graphs (e.g., size, distance from sun)

Grades: 3-5
English Language Proficiency Standard 4
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science.**

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
Listening	**Model Performance Indicators** **Formative** • Evaluate choices of foods by following oral descriptions (e.g., "Choose the most nutritious food in this group.") **Summative** • Hypothesize change in states of matter from oral descriptions (e.g. "I take ice cubes out of the freezer. I put them in the sun. What will happen?")	**Model Performance Indicators** **Formative** • Design meals by making choices of foods following a series of oral descriptions **Summative** • Determine relationships between states of matter from oral discourse and visual support	
Speaking	**Model Performance Indicators** **Formative** • Compare features of natural phenomena from real-life examples using specific and some technical vocabulary (e.g., "This leaf has five veins while this one has two.") in small groups **Summative** • Discuss importance or usefulness of systems or their parts using visual support	**Model Performance Indicators** **Formative** • Discuss and explain physical relationships among natural phenomena from real-life examples using technical vocabulary **Summative** • Imagine how change affects systems or their parts (e.g., "How might breaking an arm change your daily life?")	

Grades: 3-5
English Language Proficiency Standard 4
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science.**

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
Reading	**Model Performance Indicators** **Formative** • Find solutions to conservation issues presented in illustrated texts or Web sites **Summative** • Interpret information on earth materials from charts, tables or graphic organizers	**Model Performance Indicators** **Formative** • Research better or new ways to conserve using grade level materials **Summative** • Apply information on earth materials to new contexts using grade level text	
Writing	**Model Performance Indicators** **Formative** • Differentiate features of the Earth in past, present or future from diagrams or graphic organizers using paragraphs **Summative** • Discuss relationships between astronomical objects from diagrams or graphs	**Model Performance Indicators** **Formative** • Compose fictional and non-fictional multi-paragraph pieces about the Earth's features **Summative** • Evaluate potential usefulness of astronomical objects (e.g., life on the moon, solar power)	

Grades: 3-5

English Language Proficiency Standard 5

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies.**

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
Listening	**Model Performance Indicators** **Formative** • Identify tools or artifacts of the past (e.g., from indigenous cultures) from pictures and oral statements in small groups **Summative** • Identify information on trade routes from oral statements supported graphically or visually (e.g., points on timelines or icons on maps)	**Model Performance Indicators** **Formative** • Identify uses of tools or artifacts of the past from pictures and detailed oral descriptions in small groups **Summative** • Arrange information on trade routes from oral directions supported visually or graphically (e.g., timelines, graphs, charts, maps)	**Model Performance Indicators** **Formative** • Match pictures of tools or artifacts of the past within their environments with illustrated oral scenarios in small groups **Summative** • Order or sequence information on trade routes from oral directions supported visually or graphically
Speaking	**Model Performance Indicators** **Formative** • Locate and show places on maps or globes (e.g., "Here is Delaware.") in their first language or second language with a partner **Summative** • Provide information about explorers depicted in illustrated scenes	**Model Performance Indicators** **Formative** • Define locations of places on maps or globes (e.g., using relational language "Wisconsin is between Minnesota and Michigan.") in their first language or second language with a partner **Summative** • Give examples of what explorers do or did from illustrated scenes	**Model Performance Indicators** **Formative** • Detail locations of places on maps or globes (e.g., using descriptive language) with a partner **Summative** • State reasons for exploration from maps, charts or timelines

Grades: 3-5
English Language Proficiency Standard 5
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies.**

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
Reading	**Model Performance Indicators** **Formative** • Trace immigration/migration routes on globes or maps with a partner **Summative** • Match examples of historical events with illustrations and labels	**Model Performance Indicators** **Formative** • Match immigration/ migration routes on globes or maps to text and share with a partner **Summative** • Identify features, people or historical events depicted in illustrations and phrases	**Model Performance Indicators** **Formative** • Organize information on immigration/ migration based on investigation using graphic or visual support with a partner **Summative** • Compare/contrast different time periods or people using graphic organizers and sentences
Writing	**Model Performance Indicators** **Formative** • Reproduce historical highlights from labeled timelines or visually supported headlines **Summative** • Label features of communities or regions depicted in pictures or maps	**Model Performance Indicators** **Formative** • Create phrases or short sentences from timelines or visually supported headlines **Summative** • Describe communities or regions depicted in pictures or maps	**Model Performance Indicators** **Formative** • Make entries of related sentences (e.g., in journals or logs) based on timelines or visually supported text **Summative** • Compare/contrast different aspects of communities or regions depicted in pictures or maps (e.g., location, people, places, resources)

Grades: 3-5

English Language Proficiency Standard 5

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies.**

	Level 4 (Expanding)	Level 5 (Bridging)	Level 5 (Bridging)
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
Listening	**Model Performance Indicators** **Formative** • Re-enact the past involving the creation or use of tools or artifacts based on illustrated oral readings, videos or movies in small groups **Summative** • Interpret information on trade routes from oral descriptions supported visually or graphically	**Model Performance Indicators** **Formative** • Interpret work of paleontologists and anthropologists through role play based on oral readings, videos or movies **Summative** • Draw conclusions from information on trade routes from oral discourse supported visually or graphically	
Speaking	**Model Performance Indicators** **Formative** • Give directions from one place/location to another on maps or globes (e.g., using sequential language) to a partner **Summative** • Compare/contrast accomplishments of explorers from maps, charts or timelines	**Model Performance Indicators** **Formative** • Give explanations for places/locations on maps or globes (e.g., "I know this city is the capital because there is a star.") **Summative** • Explain, with details, contributions of explorers to history	

Grades: 3-5
English Language Proficiency Standard 5
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies.**

	Level 4 (Expanding)	Level 5 (Bridging)	Level 5 (Bridging)
Reading	**Model Performance Indicators** **Formative** • Compare information on immigration/ migration based on investigation (e.g. in websites, newspapers or libraries) using graphic or visual support with a partner **Summative** • Interpret effects of historical events on people's lives during different time periods using graphic organizers and text	**Model Performance Indicators** **Formative** • Identify reasons or explanations for immigration/migration based on investigation using grade level multicultural texts **Summative** • Detect trends based on historical events or people's actions using grade level text	
Writing	**Model Performance Indicators** **Formative** • Produce reports by summarizing information (e.g., using first person) **Summative** • Discuss relationships between communities or regions depicted in pictures or maps	**Model Performance Indicators** **Formative** • Compose historical documentaries from multiple sources (e.g., using third person) **Summative** • Analyze resources of communities or regions and discuss accomplishments or needs	

WIDA™ ELP Standards
Grades 6 – 8

Grades: 6-8
English Language Proficiency Standard 1
English language learners communicate in English for **Social** and **Instructional** purposes within the school setting.

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
Listening	**Model Performance Indicators** **Formative** • Point out school behavior from gestures or illustrations and oral statements with a partner (e.g., in class, on the playground, in gym class, on the bus) **Summative** • Identify needed resources or supplies for activities from pictures and oral statements (e.g., "pencils," "paper," "computers")	**Model Performance Indicators** **Formative** • Identify examples of school etiquette based on gestures or illustrations and oral descriptions with a partner (e.g., turn-taking) **Summative** • Match needed resources or supplies with types of activities from pictures and oral statements (e.g., calculators and math books)	**Model Performance Indicators** **Formative** • Interact in social and cultural school situations to depict character development based on oral descriptions in small groups (e.g., in the lunchroom) **Summative** • Categorize needed resources or supplies with types of activities from pictures and oral descriptions
Speaking	**Model Performance Indicators** **Formative** • Respond to and offer greetings, compliments, introductions or farewells with teachers or peers in their first language or second language **Summative** • Respond to WH-questions or commands based on oral instructions or visually supported assignments	**Model Performance Indicators** **Formative** • Ask questions or exchange information with teachers or peers in their first language or second language **Summative** • Paraphrase or retell oral instructions or visually supported assignments (e.g., recap of homework)	**Model Performance Indicators** **Formative** • Initiate or engage in conversation with peers or in small groups **Summative** • Recount steps for following oral instructions or visually supported assignments (e.g., through think-alouds)

Grades: 6-8
English Language Proficiency Standard 1
English language learners communicate in English for **Social** and **Instructional** purposes within the school setting.

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
Reading	**Model Performance Indicators** **Formative** • Search for topics on websites, in libraries or other sources with a partner from a list **Summative** • Locate words or phrases on socially-related topics (e.g., school dances) from visually supported information (e.g., on posters)	**Model Performance Indicators** **Formative** • Classify topics identified on Web sites or other sources (e.g., class-generated list) with a partner **Summative** • Identify sentence level information on socially-related topics from illustrated text (e.g., in advertisements or instructions)	**Model Performance Indicators** **Formative** • Sort information on topics of choice gathered from multiple sources with a partner **Summative** • Summarize information on socially-related topics from illustrated paragraphs
Writing	**Model Performance Indicators** **Formative** • Respond to requests or invitations supported visually using words and polite phrases **Summative** • Make lists associated with school life from visuals and word/phrase banks (e.g., subjects, classes, activities)	**Model Performance Indicators** **Formative** • Respond to or initiate correspondence (e.g., e-mail, messages, postcards or notes) to friends or siblings using informal register **Summative** • Outline or complete graphic organizers about school life (e.g., weekly schedule with times and subjects)	**Model Performance Indicators** **Formative** • Respond to or generate text (e.g., suggestions, announcements, journal entries, complaints, apologies or thank yous) within the school context using semi-formal register **Summative** • Discuss different aspects of school life using graphic organizers (e.g., likes and dislikes, favorite subjects on T chart)

Grades: 6-8

English Language Proficiency Standard 1

English language learners communicate in English for **Social** and **Instructional** purposes within the school setting.

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
Listening	**Model Performance Indicators** **Formative** • Role play school situations involving character development based on oral descriptions in small groups (e.g., succumbing to peer pressure) **Summative** • Analyze tasks or projects by activities and match with needed resources based on pictures and oral discourse	**Model Performance Indicators** **Formative** • Interpret oral scenarios or readings on character development through role play or dramatization **Summative** • Evaluate and select needed resources for tasks or projects based on oral discourse	
Speaking	**Model Performance Indicators** **Formative** • Initiate, respond to, or clarify meaning of idiomatic expressions, slang or nuances in conversation with peers **Summative** • Summarize oral instructions or visually supported assignments	**Model Performance Indicators** **Formative** • Express or respond to humor or sarcasm in conversation **Summative** • Explain, with details, reasons for instructions or assignments appropriate for grade level	

Grades: 6-8
English Language Proficiency Standard 1
English language learners communicate in English for **Social** and **Instructional** purposes within the school setting.

	Level 4 (Expanding)	**Level 5 (Bridging)**	**Level 6 (Reaching)**
Reading	**Model Performance Indicators** **Formative** • Arrange information on topics of choice gathered from multiple sources in logical order with a partner **Summative** • Interpret information on socially-related topics from illustrated text (e.g., directions for board or video games)	**Model Performance Indicators** **Formative** • Confirm or rearrange information after re/reading of topics of choice gathered from multiple sources **Summative** • Infer information on socially-related topics from text	
Writing	**Model Performance Indicators** **Formative** • Respond to teachers (e.g., feedback from journals) or complete assignments using formal register **Summative** • Suggest ideas for making changes to school life (e.g., rearranging schedules or adding clubs) using graphic organizers	**Model Performance Indicators** **Formative** • Produce a variety of writing forms using register appropriate to audience **Summative** • Propose changes to school life and give reasons for choices (e.g., policies or procedures)	

Grades: 6-8
English Language Proficiency Standard 2
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
Listening	**Model Performance Indicators** **Formative** - Identify illustrated rhyming words in recited excerpts of poems and check with a partner - Match oral commands with learning strategies represented visually and compare with a partner (e.g., "Fill in bubbles on answer sheets.") **Summative** - Identify illustrated rhyming words in recited excerpts from poems - Identify words and phrases related to different time frames following oral directions with visual support	**Model Performance Indicators** **Formative** - Classify illustrations descriptive of recited excerpts as poetry or free verse and check with a partner - Follow oral directions associated with learning strategies represented visually and compare with a partner **Summative** - Classify illustrations descriptive of recited excerpts of poetry or free verse - Match oral phrases or sentences supported visually with different time frames	**Model Performance Indicators** **Formative** - Match main ideas in recited short poems or free verse with illustrations and check with a partner - Use learning strategies according to oral directions and compare with a partner (e.g., "Answer easy questions first on tests.") **Summative** - Match main ideas in recited short poems or free verse with illustrations - Identify use of literary devices related to different time frames in visually supported discourse (e.g., foreshadowing or flashback)

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Grades: 6-8

English Language Proficiency Standard 2

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
Speaking	**Model Performance Indicators** **Formative** • Describe persons or objects in human interest stories (e.g., "Girls talking") from visual frames or media excerpts • Answer choice or yes/no questions regarding visually supported information from multimedia (e.g., on ads, cartoons, signs or posters) **Summative** • Describe persons or objects in human interest stories from visual frames • Answer WH- questions from pictures or cartoons related to biographies	**Model Performance Indicators** **Formative** • Relate main ideas of human interest stories from visual frames or media excerpts (e.g., news broadcasts) • Restate or paraphrase visually supported information from multimedia (e.g., in newspapers, magazines or broadcasts) **Summative** • Relate main ideas of human interest stories from visual frames • Describe pictures or cartoons related to biographies	**Model Performance Indicators** **Formative** • State reasons for the 'interest' in human interest stories from visual frames or media excerpts • Present visually supported information from multimedia (e.g., in websites, CDs or software) **Summative** • State reasons for the 'interest' in human interest stories from visual frames • State biographical information based on timelines or other graphic organizers
Reading	**Model Performance Indicators** **Formative** • Identify words or phrases associated with adventures using visual support and word/phrase walls or banks • Identify words or phrases supported by illustrations associated with various genres (e.g., adventures, ballads, science fiction, mythology) **Summative** • Identify words or phrases associated with adventures using visual support • Respond to literal questions that involve figures of speech from visually supported phrases	**Model Performance Indicators** **Formative** • Answer WH- questions related to adventures using visual support (e.g., "Who is missing?") and share with a peer • Match general vocabulary or expressions in context with illustrations associated with various genres read orally **Summative** • Answer WH- questions related to adventures using visual support (e.g., "What is the spy looking for?") • Identify words or phrases representing figures of speech in visually supported related sentences (e.g., like or as)	**Model Performance Indicators** **Formative** • Sequence plots of adventures using visual support and share with a peer • Associate types of genres with language structures or specific vocabulary in illustrated text or oral description **Summative** • Sequence plots of adventures using visual support • Categorize or classify figures of speech in visually supported passages

Grades: 6-8
English Language Proficiency Standard 2
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
Writing	**Model Performance Indicators** **Formative** - Answer yes/no or choice questions to agree or disagree with current issues discussed with partners or in small groups in their first language or second language - Brainstorm words or phrases relevant to tasks with a partner (e.g., using bilingual or picture dictionaries) in their first language or second language **Summative** - Answer questions to agree or disagree with current issues from models depicted visually or graphically - Match familiar symbols, words or phrases with antonyms from word/phrase banks and visuals	**Model Performance Indicators** **Formative** - React positively or negatively to current issues in editorials discussed in small groups in their first language or second language - Check some aspect of editing (e.g., conventions or mechanics) with resources (e.g., computers, peers or visual models) and confirm with a partner in their first language or second language **Summative** - React positively or negatively to current issues in editorials from models depicted visually or graphically - Describe familiar people, places or events in phrases or sentences with synonyms or antonyms using word/phrase banks and visuals	**Model Performance Indicators** **Formative** - Give opinions in reaction to current issues in editorials (e.g., from newspapers or Web sites) discussed in small groups - Engage in peer editing (e.g., using checklists) during process writing and make notations to a partner in their first language or second language **Summative** - Give opinions in reaction to current issues in editorials from models depicted visually or graphically (e.g., "I think…") - Rewrite visually supported paragraphs using synonyms or antonyms to change context or purpose of communication (e.g., switch positive with negative traits)

Grades: 6-8
English Language Proficiency Standard 2
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
Listening	**Model Performance Indicators** **Formative** - Interpret main ideas or details in recited poems or free verse with illustrations and check with a partner - Practice using learning strategies described orally in a variety of familiar situations and verify with a partner **Summative** - Interpret main ideas or details in recited poems or free verse with illustrations - Analyze use of literary devices related to different time frames in visually supported oral passages	**Model Performance Indicators** **Formative** - Make inferences from main ideas and details of recited grade level poetry or free verse - Apply learning strategies described orally to new situations **Summative** - Make inferences from main ideas and details of recited grade level poetry or free verse - Interpret use of literary devices related to different time frames presented orally from grade level text	

Grades: 6-8

English Language Proficiency Standard 2

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
Speaking	**Model Performance Indicators** **Formative** • Apply ideas from human interest stories from visual frames or media excerpts to personal experiences • Summarize or integrate visually supported information from multimedia (e.g., in trade books, books on tape or videos) **Summative** • Apply ideas from human interest stories from visual frames • Summarize points from outlines or graphic organizers on biographies	**Model Performance Indicators** **Formative** • Defend and justify stances or points of view in human interest stories from various sources • Give reviews of information from multimedia that include interpretations, critiques or self-reflections **Summative** • Defend and justify stances or points of view in human interest stories • Project character roles using notes on grade level biographies	
Reading	**Model Performance Indicators** **Formative** • Summarize plots of adventures using visual support and share with a peer • Pair illustrated summaries with excerpts from genres read orally or in writing (e.g., mythology, science fiction or ballads) **Summative** • Summarize plots of adventures using visual support • Identify figures of speech in visually supported text and match to their meanings	**Model Performance Indicators** **Formative** • Identify cause and effect of events on characters in adventure stories • Infer types of genres from written descriptions or summaries in grade level text **Summative** • Predict effects of altering events in adventures (e.g., "If X happened at another time, what do you think would change?") • Interpret figures of speech in grade level text	

Grades: 6-8
English Language Proficiency Standard 2
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
Writing	**Model Performance Indicators** **Formative** - Discuss pros and cons of current issues in editorials in small groups - Self-edit during process writing using multiple resources (e.g., thesauruses or dictionaries) and check with a partner **Summative** - Discuss pros and cons of current issues in editorials from models depicted visually or graphically (e.g., "I agree with X; I disagree with Y") - Produce original ideas that incorporate synonyms or antonyms from visually supported material	**Model Performance Indicators** **Formative** - Produce editorials (opinions backed by evidence) in response to newspaper or Web site articles - Self-assess process writing using rubrics or other resources and explain editing strategies **Summative** - Produce editorials (opinions backed by examples) from current grade level issues - Create stories or essays that include synonyms or antonyms	

Grades: 6-8
English Language Proficiency Standard 3
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
Listening	**Model Performance Indicators** **Formative** • Match oral language associated with measures of central tendency with visual or graphic displays **Summative** • Identify proportional representation of objects from oral directions and graphs or visuals (e.g., "Two halves make a whole. Find half a pizza.")	**Model Performance Indicators** **Formative** • Illustrate or identify examples of measures of central tendency based on oral directions and visual or graphic displays **Summative** • Follow multi-step oral directions to change proportional representation of percent or fractions in graphs or visuals	**Model Performance Indicators** **Formative** • Select measures of central tendency based on visual or graphic displays and oral descriptions of real-life situations and visual or graphic displays **Summative** • Match everyday examples of percent or fractions with oral descriptions using graphic or visual support (e.g., interest or taxes)
Speaking	**Model Performance Indicators** **Formative** • Name tools and units of standard or metric measurement from labeled examples (e.g., ruler--inches or cm; scale--pounds or kilos) **Summative** • Identify line segments or angles from pictures of everyday objects	**Model Performance Indicators** **Formative** • Estimate standard or metric measurement from pictures or real objects (e.g., "The dog weighs about 10 kilograms.") **Summative** • Define or describe types of line segments or angles from pictures of everyday objects (e.g., "This angle is larger.")	**Model Performance Indicators** **Formative** • Describe real-life situations where measurement is needed from illustrated scenes (e.g., at the clinic or marketplace) **Summative** • Compare/contrast types of line segments or angles from diagrams (e.g., parallel v. perpendicular lines)

Grades: 6-8
English Language Proficiency Standard 3
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
Reading	**Model Performance Indicators** **Formative** • Identify or sort values noted on everyday products related to percent or decimals (e.g., nutritional facts, serving sizes or % daily use) with a partner **Summative** • Match vocabulary associated with perimeter or area with graphics, symbols or figures	**Model Performance Indicators** **Formative** • Compare or rank order values noted on everyday products related to percent or decimals with a partner **Summative** • Identify visually supported examples of use of perimeter, area, volume or circumference in real-world situations (e.g., painting a room)	**Model Performance Indicators** **Formative** • Follow listed instructions that involve hands-on math using percent or decimals (e.g., from recipes or games) with a partner **Summative** • Classify visually supported examples of use of perimeter, area, volume or circumference in real-world situations
Writing	**Model Performance Indicators** **Formative** • Record and label outcomes of events involving chance using real objects (e.g., coin flips) **Summative** • Show pictorial representations or label terms related to algebraic equations from models or visuals	**Model Performance Indicators** **Formative** • Give outcomes of events involving probability using real objects with words and phrases or short sentences **Summative** • Give examples and express meaning of terms related to algebraic equations from models or visuals	**Model Performance Indicators** **Formative** • Propose probability based on observed outcomes and describe results in a series of sentences **Summative** • Describe math operations, procedures, patterns or functions involving algebraic equations from models or visuals

Grades: 6-8
English Language Proficiency Standard 3
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
Listening	**Model Performance Indicators** **Formative** - Make predictions or estimates of measures of central tendency from oral scenarios and visual or graphic displays **Summative** - Analyze everyday situations involving percent or fractions from oral scenarios with graphic or visual support (e.g., "Sales tax is based on percent. When might you need to use percent?")	**Model Performance Indicators** **Formative** - Make inferences about uses of measures of central tendency from oral scenarios of grade level materials **Summative** - Apply ways of using percent or fractions in grade level situations from oral discourse	
Speaking	**Model Performance Indicators** **Formative** - Discuss how measurement is used in real-life situations from illustrated scenes (e.g., construction, architecture or cartography) **Summative** - Discuss how to solve problems using different types of line segments or angles from diagrams	**Model Performance Indicators** **Formative** - Explain how or when to convert standard or metric measurement in real-life situations (e.g., recipes or temperatures) **Summative** - Explain, with details, ways to solve grade level problems using different types of line segments or angles	

Grades: 6-8
English Language Proficiency Standard 3
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
Reading	**Model Performance Indicators** **Formative** • Follow written instructions to determine when and how to apply math in real-life situations involving percent or decimals (e.g., sales tax, interest rates or tips) with a partner **Summative** • Order steps for computing perimeter, area, volume or circumference in real-world situations using sequential language	**Model Performance Indicators** **Formative** • Interpret various representations of numbers in real-life problems involving percent or decimals from various texts **Summative** • Select reasons for uses of perimeter, area, volume or circumference in grade level text	
Writing	**Model Performance Indicators** **Formative** • Detail possible combinations based on probability and compare against observed outcomes in paragraph form **Summative** • Produce everyday math problems involving algebraic equations and give steps in problem-solving from models or visuals	**Model Performance Indicators** **Formative** • Explain and give reasons for likely probabilities in multiple paragraphs **Summative** • Summarize or predict information needed to solve problems involving algebraic equations	

Grades: 6-8

English Language Proficiency Standard 4

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
Listening	**Model Performance Indicators** **Formative** • Match oral statements about light or sound with illustrations (e.g., "White is made up of all colors.") **Summative** • Match scientific tools or instruments with pictures from oral statements (e.g., sundial)	**Model Performance Indicators** **Formative** • Create or complete models or diagrams of light or sound based on illustrations and oral directions (e.g., circuits) **Summative** • Classify scientific tools or instruments with pictures and labels from oral directions (e.g., "Telescopes and sundials go with the sky.")	**Model Performance Indicators** **Formative** • Classify examples of properties of light or sound based on illustrations and oral directions **Summative** • Identify examples of scientific tools or instruments and their uses from pictures and oral descriptions
Speaking	**Model Performance Indicators** **Formative** • Offer information on temperature from charts or graphs (e.g., daytime/nighttime highs and lows) to a partner in their first language or second language **Summative** • Use general vocabulary associated with scientific inventions or discoveries based on illustrations (e.g., machine or x-ray)	**Model Performance Indicators** **Formative** • State differences in temperature over time based on information from charts or graphs to a partner in their first language or second language **Summative** • Describe scientific inventions or discoveries based on illustration	**Model Performance Indicators** **Formative** • Compare differences in temperature based on information from charts or graphs with a partner **Summative** • Compare/contrast scientific inventions or discoveries described orally with visual support (e.g., "__is similar to/ different from __ because __.")

Grades: 6-8
English Language Proficiency Standard 4
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
Reading	**Model Performance Indicators** **Formative** • Chart information on natural disasters (e.g., hurricanes, tornadoes, floods, typhoons, earthquakes) based on graphic support, models or pictures (e.g., by months of the year) **Summative** • Match labeled diagrams of cycles or processes with vocabulary from word/phrase banks (e.g., nitrogen cycle)	**Model Performance Indicators** **Formative** • Respond to yes/no, choice or WH-questions regarding natural disasters based on graphic support or pictures (e.g., "Does Illinois have hurricanes?") **Summative** • Sort or classify descriptive phrases and diagrams by cycles or processes	**Model Performance Indicators** **Formative** • Identify characteristics or conditions for natural disasters based on text and graphic support **Summative** • Sequence descriptive sentences and diagrams according to cycles or processes (e.g., mitosis or meiosis)
Writing	**Model Performance Indicators** **Formative** • Make posters or label diagrams in response to scientific questions or formulas involving elements or compounds with a partner **Summative** • Match or classify forms of energy from everyday illustrated examples and models (e.g., light, sound, heat)	**Model Performance Indicators** **Formative** • Record results of scientific inquiry involving elements or compounds with a partner **Summative** • List and describe examples of illustrated forms of energy from word/ phrase banks	**Model Performance Indicators** **Formative** • Outline steps of scientific inquiry involving elements or compounds with a partner **Summative** • Compare/contrast two forms of energy depicted visually (e.g., "___ and ___ are alike/different in these ways.")

Grades: 6-8

English Language Proficiency Standard 4

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
Listening	**Model Performance Indicators** **Formative** - Apply oral descriptions of properties of light or sound to everyday examples **Summative** - Compare/contrast examples of scientific tools or instruments and their uses from oral descriptions (e.g., differences between telescopes and microscopes)	**Model Performance Indicators** **Formative** - Identify explanations of properties of light or sound in oral scenarios **Summative** - Infer uses of scientific tools or instruments from oral reading of grade level material	
Speaking	**Model Performance Indicators** **Formative** - Summarize and present information on temperature changes from charts or graphs to a partner **Summative** - Imagine future scientific inventions or discoveries based on oral and visual clues	**Model Performance Indicators** **Formative** - Explain patterns of changes in temperature over time based on evidence from charts or graphs **Summative** - Predict potential impact of scientific inventions or discoveries on life based on oral evidence (e.g., "In 100 years, we could/may/might…")	

Grades: 6-8
English Language Proficiency Standard 4
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
Reading	**Model Performance Indicators** **Formative** • Compare types of natural disasters using multiple written sources, including Web sites and graphic support **Summative** • Identify cycles or processes from descriptive paragraphs and diagrams	**Model Performance Indicators** **Formative** • Interpret various representations of numbers in real-life problems involving percent or decimals from various texts **Summative** • Predict consequences of alteration of cycles or processes from grade level text	
Writing	**Model Performance Indicators** **Formative** • Describe procedures related to scientific inquiry involving elements or compounds with a partner (e.g., in lab reports) **Summative** • Explain uses of different forms of energy depicted visually (e.g., "__ is used to ___.")	**Model Performance Indicators** **Formative** • Explain, in detail, examples of scientific inquiry involving elements or compounds (e.g., in displays or exhibits) **Summative** • Evaluate and defend uses of different forms of energy (e.g., "I think solar energy is most efficient because…")	

Grades: 6-8

English Language Proficiency Standard 5

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
Listening	**Model Performance Indicators** **Formative** • Identify locations of land and water masses on maps based on oral statements and check with a partner **Summative** • Identify agricultural icons from oral statements using visual or graphic support (e.g., on maps or graphs)	**Model Performance Indicators** **Formative** • Sort locations on maps by land or water masses based on oral statements and check with a partner **Summative** • Locate resources or agricultural products from oral statements using visual or graphic support (e.g., "Corn is an important crop. Show where the most corn is grown.")	**Model Performance Indicators** **Formative** • Identify specific geographic locations (e.g., time zones, latitude, longitude) on maps based on oral information and check with a partner **Summative** • Distinguish among resources or agricultural products from oral statements using visual or graphic support
Speaking	**Model Performance Indicators** **Formative** • Identify historical figures or events associated with civil wars from photographs or illustrations in small groups **Summative** • Connect events with people in U.S. history using timelines, graphics or illustrations	**Model Performance Indicators** **Formative** • Describe historical figures or events associated with civil wars from photographs, illustrations or videos in small groups **Summative** • Describe features or characteristics of major events or people in U.S. history depicted in timelines, graphics or illustrations	**Model Performance Indicators** **Formative** • Role-play scenes from historical events or lives of figures associated with civil wars in small groups **Summative** Summarize significance of major events or people in U.S. history depicted in timelines, graphics or illustrations

Grades: 6-8

English Language Proficiency Standard 5

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
Reading	**Model Performance Indicators** **Formative** • Chart economic data based on phrases or simple statements with graphic support (e.g., changes in crop production) **Summative** • Identify rights or responsibilities of people in U.S. or other countries using illustrations and labels or phrases	**Model Performance Indicators** **Formative** • Classify economic data based on information in text and charts (e.g., major crops by states or regions) **Summative** • Sort rights or responsibilities of people in U.S. or other countries by descriptors using illustrations and written statements	**Model Performance Indicators** **Formative** • Compare economic data based on information in text and charts (e.g., "Which crop is produced less today than 5 years ago?") **Summative** • Select examples of rights or responsibilities of people in U.S. or other countries using illustrations and written descriptions
Writing	**Model Performance Indicators** **Formative** • Identify features of historical periods from illustrations and word/phrase banks and share with a partner in their first language or second language **Summative** • Label illustrations of features of U.S. or other governments using word/phrase banks	**Model Performance Indicators** **Formative** • Describe features of historical periods using notes from graphic organizers and share with a partner in their first language or second language **Summative** • Describe features of U.S. or other governments using visuals or graphics and word/phrase banks	**Model Performance Indicators** **Formative** • Compare historical periods using sentences from graphic organizers and share with a partner **Summative** • Compare/contrast features or functions of U.S. or other governments using graphic organizers (e.g., executive, legislative and judicial branches)

Grades: 6-8

English Language Proficiency Standard 5

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
Listening	**Model Performance Indicators** **Formative** • Compare and contrast locations on maps (e.g., cities in Northern and Southern Hemispheres) from oral descriptions and check with a partner **Summative** • Find patterns associated with resources or agricultural products from oral statements using visual or graphic support	**Model Performance Indicators** **Formative** • Evaluate locations on maps for different purposes from oral descriptions (e.g., "Show me the best city in Asia to….") **Summative** • Draw conclusions about resources or agricultural products on maps or graphs described orally from grade level material	
Speaking	**Model Performance Indicators** **Formative** • Re-enact historical events or lives of figures associated with civil wars from varied perspectives with peers (e.g., Lincoln-Douglas debates) **Summative** • Paraphrase reasons for major events or people's actions in U.S. history depicted in timelines, graphics or illustrations	**Model Performance Indicators** **Formative** • Give monologues simulating historical events or figures associated with civil wars (e.g., scenes in plays) **Summative** • Explain causes and effects of major events and people's actions in U.S. history (e.g., "This happened as a result of…")	

Grades: 6-8
English Language Proficiency Standard 5
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
Reading	**Model Performance Indicators** **Formative** • Predict economic data for upcoming years based on information in text and charts (e.g., "Which crop will have less production in 5 years?") **Summative** • Evaluate rights or responsibilities of people in U.S. or other countries using illustrated text	**Model Performance Indicators** **Formative** • Interpret economic trend data based on information from grade level text and charts (e.g., "Why has there been a decline in profits from this crop in the past 5 years?") **Summative** • Infer rights or responsibilities of people in U.S. or other countries from grade level text	
Writing	**Model Performance Indicators** **Formative** • Produce contrastive summaries of historical periods using information from graphic organizers and share with a partner **Summative** • Paraphrase reasons for major events or people's actions in U.S. history depicted in timelines, graphics or illustrations	**Model Performance Indicators** **Formative** • Create historical essays descriptive of past civilizations **Summative** • Explain causes and effects of major events and people's actions in U.S. history (e.g., "This happened as a result of…")	

WIDA™ ELP Standards
Grades 9 – 12

Grades: 9-12
English Language Proficiency Standard 1
English language learners communicate in English for **Social** and **Instructional** purposes within the school setting.

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
Listening	**Model Performance Indicators** **Formative** • Carry out requests from peers or teachers with first language support (e.g., "Hand in your homework.") **Summative** • Follow simple commands pertaining to classroom routines using illustrations (e.g., "Close your book.")	**Model Performance Indicators** **Formative** • Follow instructions from peers or teachers with first language support (e.g., "Meet me at my locker after 7th period.") **Summative** • Carry out multi-step, descriptive instructions pertaining to classroom routines using illustrations (e.g., "Open your book to page 46 and find the table that shows population growth.")	**Model Performance Indicators** **Formative** • Follow everyday conversations with teachers or other adults (e.g., guest speakers) with clarification in their first language **Summative** • Match idiomatic or slang expressions pertaining to classroom routines with illustrations
Speaking	**Model Performance Indicators** **Formative** • State preferences for types of music, food, games or recreational activities from illustrated examples in a small group **Summative** • Answer WH- questions that express likes and dislikes from visuals	**Model Performance Indicators** **Formative** • Describe preferences for clothing, TV programs or recreational activities from illustrated examples in a small group **Summative** • Reply to a range of questions that express personal preferences from visuals	**Model Performance Indicators** **Formative** • Recommend or suggest songs, websites or other interests and give reasons for selection in a small group **Summative** • Express personal preferences and give reasons for selection from visuals

Grades: 9-12
English Language Proficiency Standard 1
English language learners communicate in English for **Social** and **Instructional** purposes within the school setting.

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
Reading	**Model Performance Indicators** **Formative** - Preview visually supported text to glean basic facts (e.g., titles or bold print) **Summative** - Identify words and phrases associated with the workplace from visually supported material (e.g., newspaper ads)	**Model Performance Indicators** **Formative** - Highlight main ideas or important information from visually supported text (e.g., newspaper columns in their first language or second language) **Summative** - Glean information from workplace related forms supported visually or graphically (e.g., job applications)	**Model Performance Indicators** **Formative** - Scan material from visually supported text to identify details that confirm main ideas **Summative** - Compare information from workplace related forms supported visually or graphically (e.g., workplace versus school rules)
Writing	**Model Performance Indicators** **Formative** - Copy information from media (e.g., newspapers, Web sites) and check with a partner **Summative** - Complete forms read orally with identifying information or produce facts about self	**Model Performance Indicators** **Formative** - List points of information from media (e.g., TV, films, video or DVDs) and share with a partner **Summative** - Complete real-life forms from models (e.g., job or license applications)	**Model Performance Indicators** **Formative** - Form general ideas based on information from familiar speakers, media or print in a series of related sentences and share with a partner **Summative** - Respond to personal or business correspondence from models (e.g., announcements, invitations)

Grades: 9-12
English Language Proficiency Standard 1
English language learners communicate in English for **Social** and **Instructional** purposes within the school setting.

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
Listening	**Model Performance Indicators** **Formative** • React to discourse related to school life from indirect sources (e.g., loud speaker, CDs) **Summative** • Identify figurative language pertaining to classroom routines (e.g., use of hyperboles or metaphors)	**Model Performance Indicators** **Formative** • Infer subtleties of oral messages or information related to school life **Summative** • Select relevant information from complex oral discourse related to classroom routines	
Speaking	**Model Performance Indicators** **Formative** • Discuss pros and cons based on recommendations or suggestions for plays, films, stories, books, poems or website articles in a small group **Summative** • Explain, elaborate and defend personal preferences from visuals	**Model Performance Indicators** **Formative** • Critique, evaluate and make recommendations or suggestions for a variety of everyday information sources **Summative** • Discuss and support changes in personal preferences over time	

Grades: 9-12
English Language Proficiency Standard 1
English language learners communicate in English for **Social** and **Instructional** purposes within the school setting.

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
Reading	**Model Performance Indicators** **Formative** • Skim material from visually supported text for meaning of words, phrases or sentences in context **Summative** • Interpret information about situations in the workplace supported visually or graphically	**Model Performance Indicators** **Formative** • Draw conclusions based on information from text **Summative** • Evaluate information about the workplace and its personal relevance	
Writing	**Model Performance Indicators** **Formative** • Summarize information from various sources (e.g., radio, TV or newspapers) in paragraph form and share with a partner **Summative** • Produce personal or business correspondence from models (e.g., social letters, autobiographical paragraphs)	**Model Performance Indicators** **Formative** • Integrate information from multiple sources to produce short stories **Summative** • Compose extended personal or business correspondence (e.g., editorials, reviews or narrative resumes)	

Grades: 9-12
English Language Proficiency Standard 2
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
Listening	**Model Performance Indicators** **Formative** • Identify examples of comedic situations based on oral statements and visual scenes with a partner • Recognize different intonation patterns of speech working with a partner (e.g., statements, questions) **Summative** • Identify examples of comedic situations based on oral statements and visual scenes • Identify examples of high-frequency words or phrases with multiple meanings from visuals (e.g., dinner *table*, *Table* of Contents)	**Model Performance Indicators** **Formative** • Match oral descriptions to literal visual depictions to elicit comedy (e.g., idioms, as in literal depiction of 'honeymoon') with a partner • Identify intonation patterns of satirical remarks working with a partner (e.g., tag questions, "You didn't do your homework, *did you*?") **Summative** • Match oral descriptions to literal visual depictions to elicit comedy (e.g., idioms as in literal depiction of 'honeymoon') • Pair examples of use of words or phrases with multiple meanings from visuals (e.g., "Which one shows what *table* means in math class? Which one shows what *table* means in English class?")	**Model Performance Indicators** **Formative** • Apply oral descriptions that contain double meanings to visual representations to depict comedy with a partner • Compare intonation patterns of satirical/non-satirical speech working with a partner **Summative** • Apply oral descriptions that contain double meanings to visual representations to depict comedy • Sort examples of words, phrases or sentences with multiple meanings from visuals according to context

Grades: 9-12
English Language Proficiency Standard 2
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
Speaking	**Model Performance Indicators** **Formative** • Give examples of literature from native cultures using visuals or graphic organizers (e.g., books, poems, short stories) in literature circles using their first language or second language • State facts about characters in visuals with first language support **Summative** • Give examples of literature from native cultures using visuals or graphic organizers • State information using visual support as a precursor for identifying symbolism or analogies	**Model Performance Indicators** **Formative** • Summarize examples of story lines from native cultures using visuals or graphic organizers (e.g., outlines) in literature circles using their first language or second language • Describe personalities of characters in visuals with first language support **Summative** • Summarize examples of story lines from native cultures using visuals or graphic organizers (e.g., outlines) • Restate or paraphrase information that contains symbolism or analogies using visual support	**Model Performance Indicators** **Formative** • Compare/contrast features of similar story lines (e.g., characters, events) from different cultures using visuals or graphic organizers in literature circles • Compare character assets and flaws using visuals or graphic organizers with first language support **Summative** • Compare/contrast features of similar story lines (e.g., characters, events) from different cultures using visuals or graphic organizers • Relate analogies or symbolism using visual support (e.g., cartoons) to personal experiences
Reading	**Model Performance Indicators** **Formative** • Associate familiar people with their acts or contributions using visuals and word or phrase level text in their first language or second language in small groups • Identify facts (as non-biased information) from visually supported phrases or sentences and share with a partner **Summative** • Associate people with their acts or contributions using visuals and word or phrase level text • Identify words and phrases related to author's perspective in visually supported sentences	**Model Performance Indicators** **Formative** • Identify influences (e.g., people or events) on familiar people's lives using visuals and sentence level text in their first language or second language in small groups • Sort information as biased or not biased using models or illustrated criteria and share with a partner **Summative** • Identify influences on people's lives using visuals and sentence level text • Identify main ideas related to author's perspective in visually supported series of related sentences	**Model Performance Indicators** **Formative** • Match cause of influences on familiar people's lives with effect using visuals and multi-sentence text in small groups • Identify evidence of bias in various texts using models or criteria and share with a partner **Summative** • Match cause of influences on people's lives with effect using visuals and multi-sentence text • Identify main ideas and supporting details related to author's perspective in visually supported paragraphs

Grades: 9-12
English Language Proficiency Standard 2
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
Writing	**Model Performance Indicators** **Formative** • Reproduce comments on various topics from visually supported sentences from newspapers or websites • Take notes on key symbols, words or phrases from visuals pertaining to discussions • Copy key points about language learning (e.g., use of capital letters for days of week and months of year) and check with a partner **Summative** • Reproduce critical statements on various topics from illustrated models or outlines • Produce literal words or phrases from illustrations or cartoons and word/phrase banks	**Model Performance Indicators** **Formative** • Produce comments on various topics from visually supported paragraphs from newspapers or Web sites • List key phrases or sentences from discussions and models (e.g., on the board or from overhead projector) • Check use of newly acquired language (e.g., through spell or grammar check or dictionaries) and share with a partner **Summative** • Produce critical comments on various topics from illustrated models or outlines • Express ideas using literal language from illustrations or cartoons and word/phrase banks	**Model Performance Indicators** **Formative** • Summarize critical commentaries from visually supported newspaper, Web sites or magazine articles • Produce sentence outlines from discussions, lectures or readings • Reflect on use of newly acquired language or language patterns (e.g., through self-assessment checklists) and share with a partner **Summative** • Summarize critical commentaries on issues from illustrated models or outlines • Use examples of literal and figurative language in context from illustrations or cartoons and word/phrase banks

Grades: 9-12

English Language Proficiency Standard 2

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
Listening	**Model Performance Indicators** **Formative** - Identify comedic elements from oral discourse and visuals (e.g., use of hyperbole, irony, or satire) with a partner - Identify satire or inferences in speech from intonation patterns working with a partner **Summative** - Identify subtle comedic elements from oral discourse and visuals (e.g., use of hyperbole, irony or satire) - Distinguish between examples of words, phrases or sentences with multiple meanings from oral input with or without visual support	**Model Performance Indicators** **Formative** - Match comedic elements from oral discourse to intended meanings - Analyze speech to identify and make inferences from satire **Summative** - Match subtle comedic elements from oral discourse to intended meanings - Infer nuances from oral discourse containing multiple meanings	

Grades: 9-12
English Language Proficiency Standard 2
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

	Level 4 (Expanding)	**Level 5 (Bridging)**	**Level 6 (Reaching)**
Speaking	**Model Performance Indicators** **Formative** • Compare authors' points of view of similar story lines from different cultures using visuals or graphic organizers in literature circles • Discuss, with examples, character development using visuals or graphic organizers **Summative** • Compare authors' points of view of similar story lines from different cultures using visuals or graphic organizers • Discuss or extend analogies or symbolism within familiar contexts using visual support	**Model Performance Indicators** **Formative** • Discuss how different views in multicultural literature represent global perspectives • Critique, with detailed examples, character development in literary works **Summative** • Discuss how different views in multicultural literature represent global perspectives • Explain meaning of analogies or symbolism within familiar contexts	
Reading	**Model Performance Indicators** **Formative** • Interpret impact on familiar people's lives on others or society using visuals and paragraph level text in small groups • Critique information in regard to bias from various sources including websites using models or criteria and share with a partner **Summative** • Interpret impact of people's lives on others or society using visuals and paragraph level text • Interpret author's perspective in visually supported literary text	**Model Performance Indicators** **Formative** • Predict people's reactions to living in different time periods or circumstances using grade level text (e.g., "What would Martin Luther King, Jr. think if he lived today?") • Evaluate validity of information in regard to bias from various sources, including Web sites **Summative** • Predict people's reactions to living in different time periods or circumstances using grade level text • Apply author's perspective in literary text to other contexts	

Grades: 9-12

English Language Proficiency Standard 2

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
Writing	**Model Performance Indicators** **Formative** • Respond to critical commentaries by offering claims and counter-claims from visually supported newspaper, websites or magazine articles • Summarize notes from lectures or readings in paragraph form • Revise or rephrase written language based on feedback from teachers, peers and rubrics **Summative** • Respond to critical commentaries by offering claims and counter-claims on a range of issues from illustrated models or outlines • Elaborate on examples of literal and figurative language with or without illustrations	**Model Performance Indicators** **Formative** • Provide critical commentary commensurate with proficient peers on a wide range of topics and sources • Produce essays based on notes from lectures or readings • Expand, elaborate and correct written language as directed **Summative** • Provide critical commentary on a wide range of issues commensurate with proficient peers • Compose narratives using literal and figurative language	

Grades: 9-12
English Language Proficiency Standard 3
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
Listening	**Model Performance Indicators** **Formative** • Identify properties of geometric figures based on visual representations and oral descriptions **Summative** • Identify language of basic components of coordinate planes, graphs or equations from figures and oral statements (e.g., x-axis, y-axis, coefficients, variables)	**Model Performance Indicators** **Formative** • Visualize, draw or construct geometric figures based on visual representations and oral descriptions **Summative** • Create or change graphs, equations or points on coordinate planes from figures and general oral descriptions (e.g., "Shift the graph up by two.")	**Model Performance Indicators** **Formative** • Locate intersections of geometric figures based on visual representations and oral descriptions (e.g., points, lines or planes) **Summative** • Match specific language of complex graphs, equations or coordinate planes with figures and detailed oral descriptions (e.g., zeros, y-intercept, slope, rise, run, change in x)
Speaking	**Model Performance Indicators** **Formative** • Exchange key words involved in problem solving from models and visual support in their first language or second language with a partner **Summative** • Name variables from illustrations and notation	**Model Performance Indicators** **Formative** • Rephrase or recite phrases or sentences involved in problem solving using models and visual support in their first language or second language with a partner **Summative** • Relate functions of two variables from illustrations and notation	**Model Performance Indicators** **Formative** • Sequence sentences to show how to solve problems using visual support and confirm with a partner (e.g., think-alouds) **Summative** • Give examples of representations of functions of two variables from illustrations and notation

Grades: 9-12
English Language Proficiency Standard 3
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
Reading	**Model Performance Indicators** **Formative** • Organize graphically displayed data from written directions and models (e.g., rank sports teams based on statistics) in small groups **Summative** • Identify basic components of multi-dimensional shapes from visually supported words or phrases (e.g., segment, angle, side, diagonal)	**Model Performance Indicators** **Formative** • Organize graphically displayed data sets from newspapers or magazines (e.g., stock market trends) in small groups **Summative** • Pair descriptions of multi-dimensional shapes or their components with visually supported sentences (e.g., bisected angle, isosceles/right/ equilateral triangle, sphere, cylinder)	**Model Performance Indicators** **Formative** • Display data sets in charts, tables or graphs according to written directions in small groups **Summative** • Compare/contrast multi-dimensional shapes or arguments within visually supported text (e.g., based on angles, parallel/ perpendicular sides or diagonals, "At least one pair of…")
Writing	**Model Performance Indicators** **Formative** • Draw and compare dimensions (e.g., width, length, depth) of figures or real-life objects to scale **Summative** • Produce elements of equations or formulas from word/ phrase banks and models (e.g., labeling diagrams)	**Model Performance Indicators** **Formative** • Describe differences in figures or real-life objects based on scale and proportion **Summative** • Describe equations or formulas using figures and notation from word/phrase banks and models (e.g., factors, terms)	**Model Performance Indicators** **Formative** • Compare/contrast figures or real-life objects based on scale and proportion **Summative** • Sequence steps for solving problems involving equations or formulas using figures, notation and sequential language (e.g., "First, put an x in the top half or numerator")

Grades: 9-12
English Language Proficiency Standard 3
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
Listening	**Model Performance Indicators** **Formative** • Compare two- and three-dimensional figures based on visual representations and oral descriptions **Summative** • Compare and contrast graphs, equations or coordinate planes from figures and oral scenarios using some technical language (e.g., trends, logarithmic/ exponential growth, periodic motion)	**Model Performance Indicators** **Formative** • Transform geometric figures (e.g., rotations, reflections or enlargements) by following oral directions **Summative** • Analyze graphing techniques, graphical models or equations from oral reading of grade level material (e.g., best fit lines, connections between multiple representations)	
Speaking	**Model Performance Indicators** **Formative** • Describe two or more approaches to solve problems using visual support and share with a partner **Summative** • Interpret representations of functions of two variables with or without visual support	**Model Performance Indicators** **Formative** • Explain to peers, with details, strategies for solving problems **Summative** • Analyze functions of one variable in relation to another (e.g., rates of change, intercepts, zeros, asymptotes)	

Grades: 9-12
English Language Proficiency Standard 3
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
Reading	**Model Performance Indicators** **Formative** - Interpret data presented in charts, tables or graphs in small groups **Summative** - Match specific and some technical language associated with components of geometric arguments, constructions or shapes to visually supported text (e.g., ray, alternate interior angles, corresponding sides)	**Model Performance Indicators** **Formative** - Predict impact of changes in data displayed in charts, tables or graphs **Summative** - Analyze and defend geometric arguments, theorems or shapes (e.g., examples v. proofs)	
Writing	**Model Performance Indicators** **Formative** - Give detailed examples from diagrams of the use of scale and proportion (e.g., in various occupations) **Summative** - Explain uses of equations or formulas using figures, notation and complex sentences (e.g., "Give examples of when you would use …")	**Model Performance Indicators** **Formative** - Report on designing models to scale and proportion (e.g., "If you were an architect…") **Summative** - Summarize procedures for solving problems involving formulas and equations (e.g., geometry problems involving algebra)	

Grades: 9-12
English Language Proficiency Standard 4
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
Listening	**Model Performance Indicators** **Formative** • Collect and share real-life examples of elements and compounds based on oral directions and models **Summative** • Locate components of elements or compounds from diagrams and oral statements (e.g., atomic structure)	**Model Performance Indicators** **Formative** • Distinguish between elements and compounds described orally with visual support or real-life examples with a partner **Summative** • Identify types or properties of elements or compounds from diagrams and oral statements (e.g., weight of electrons & protons)	**Model Performance Indicators** **Formative** • Build hypotheses from oral descriptions based on use of elements and compounds and share with a partner **Summative** • Distinguish between types or properties of elements or compounds from diagrams and oral descriptions (e.g., isotopes, ions)
Speaking	**Model Performance Indicators** **Formative** • Create and present collages or depictions of conservation or ecology from models in small groups **Summative** • Identify components of food chains or life cycles from diagrams or graphic organizers	**Model Performance Indicators** **Formative** • Brainstorm ideas about conservation or ecology that affect everyday life (e.g., "What are some examples of pollution?") based on illustrations in small groups **Summative** • Give examples of components or functions of food chains or life cycles from diagrams or graphic organizers	**Model Performance Indicators** **Formative** • Suggest ways to resolve issues related to conservation or ecology using visuals or graphic organizers (e.g., "How can we reduce pollution?") in small groups **Summative** • Describe sequence within food chains or life cycles from diagrams or graphic organizers

Grades: 9-12
English Language Proficiency Standard 4
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
Reading	**Model Performance Indicators** **Formative** • Match pictures or visuals with symbols, words or phrases (e.g., ♀ and females) with a partner **Summative** • Identify data from scientific research from tables, charts or graphs	**Model Performance Indicators** **Formative** • Sort pictures and phrases into categories (e.g., recessive and dominant traits) with a partner **Summative** • Match sources of data depicted in tables, charts or graphs from scientific studies with research questions	**Model Performance Indicators** **Formative** • Predict traits of individuals or groups based on visually supported text (e.g., combination of genes) with a partner **Summative** • Describe use of data from scientific research presented in tables, charts or graphs with text
Writing	**Model Performance Indicators** **Formative** • Answer WH-questions (e.g., on lab reports) based on experiments involving chemical or physical change using drawings, words and phrases in their first language or second language **Summative** • Label examples from different taxonomies using illustrations and word/phrase banks (e.g., one-cell plants and animals)	**Model Performance Indicators** **Formative** • Answer questions on lab reports based on experiments involving chemical or physical change using phrases and sentences in their first language or second language **Summative** • Describe in sentences features of taxonomies depicted in illustrations or graphic organizers	**Model Performance Indicators** **Formative** • Complete lab reports following step-by-step procedures based on experiments involving chemical or physical change using a series of sentences **Summative** • Summarize in a series of related sentences features of taxonomies depicted in illustrations or graphic organizers

Grades: 9-12
English Language Proficiency Standard 4
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science.**

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
Listening	**Model Performance Indicators** **Formative** • Follow multi-step oral directions with specific and some technical language to test hypotheses about elements and compounds and check with a partner **Summative** • Compare/contrast functions of atomic or molecular structures or models from diagrams and oral descriptions	**Model Performance Indicators** **Formative** • Draw conclusions regarding results of scientific investigation involving elements and compounds based on oral explanations **Summative** • Analyze processes involving atomic or molecular structures from oral descriptions of grade level material (e.g., radioactive decay)	
Speaking	**Model Performance Indicators** **Formative** • Discuss pros and cons of issues related to conservation or ecology using visuals or graphic organizers in small groups **Summative** • Explain the importance or impact of the iterative nature of food chains or life cycles	**Model Performance Indicators** **Formative** • Engage in debates on issues related to conservation or ecology (e.g., global warming, solar heating) **Summative** • Discuss how food chains or life cycles within ecosystems are interdependent	

Grades: 9-12
English Language Proficiency Standard 4
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science.**

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
Reading	**Model Performance Indicators** **Formative** • Analyze and identify reasons for genetic alterations based on visually supported text (e.g., mutation) with a partner **Summative** • Interpret data from scientific research presented in text and tables	**Model Performance Indicators** **Formative** • Evaluate theories and practices related to genetics based on grade level materials **Summative** • Infer significance of data presented in grade level text on scientific research	
Writing	**Model Performance Indicators** **Formative** • Produce lab reports from outlines or learning logs based on experiments involving chemical or physical change in paragraph form **Summative** • Compare and contrast in paragraph form features of taxonomies depicted in illustrations or graphic organizers	**Model Performance Indicators** **Formative** • Create narrative lab reports based on science experiments involving chemical or physical change **Summative** • Integrate information about taxonomic systems into essays or reports	

Grades: 9-12
English Language Proficiency Standard 5
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
Listening	**Model Performance Indicators** **Formative** • Identify resources or products in supply or demand on maps or graphs from oral statements **Summative** • Identify products related to economic trends of regions or countries from oral statements and maps or charts (e.g., "Oil is part of the world's economy. Find countries with oil")	**Model Performance Indicators** **Formative** • Indicate availability of resources or products in supply or demand from maps or graphs and oral statements **Summative** • Match regions or countries to economic trends from oral descriptions and maps or charts	**Model Performance Indicators** **Formative** • Compare resources or products in supply or demand from maps or graphs and oral statements **Summative** • Find examples of regions or countries with similar economic trends from descriptive oral scenarios and maps or charts
Speaking	**Model Performance Indicators** **Formative** • Name major social issues or inequities depicted in illustrations (e.g., war) in their first language or second language **Summative** • Give examples of federal, civil or individual rights in U.S. or native country using visual support	**Model Performance Indicators** **Formative** • Characterize major social issues or inequities depicted in illustrations (e.g., slavery) in their first language or second language **Summative** • Describe federal, civil or individual rights in U.S. or native country using visual support	**Model Performance Indicators** **Formative** • Give examples or descriptions of social issues or inequities depicted in illustrations or political cartoons **Summative** • Compare federal, civil or individual rights in U.S. to native or other countries using visual support

Grades: 9-12
English Language Proficiency Standard 5
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

	Level 1 (Entering)	Level 2 (Beginning)	Level 3 (Developing)
Reading	**Model Performance Indicators** **Formative** - Locate visually supported information on behavior of individuals & groups (e.g., from photographs, headlines and bylines in newspapers or magazines) **Summative** - Match people or places with periods in world history through illustrations, words/phrases and timelines	**Model Performance Indicators** **Formative** - Locate visually supported information on behavior of individuals & groups (e.g., in newspaper, magazine or website articles) **Summative** - Identify features of periods in world history from phrases or sentences and timelines	**Model Performance Indicators** **Formative** - Compare and contrast visually supported information on behavior of individuals & groups from various news sources **Summative** - Classify features of periods in world history from descriptive sentences and timelines (e.g., government before and after French revolution)
Writing	**Model Performance Indicators** **Formative** - Answer yes/no or choice questions in visually supported surveys with a partner **Summative** - Label significant individuals or historical times in politics, economics or society using illustrations or photographs and models	**Model Performance Indicators** **Formative** - Formulate WH-questions for visually supported survey research from models with a partner **Summative** - Outline contributions of significant individuals or historical times in politics, economics or society using illustrations or photographs and models	**Model Performance Indicators** **Formative** - Describe how to compile and state results of visually supported survey research in small groups **Summative** - Describe contributions of significant individuals or historical times in politics, economics or society using illustrations or photographs and models

Grades: 9-12
English Language Proficiency Standard 5
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
Listening	**Model Performance Indicators** **Formative** • Analyze oral scenarios related to resources or products in supply or demand from maps or graphs **Summative** • Compare/contrast economic trends of regions or countries from oral discourse and maps or charts	**Model Performance Indicators** **Formative** • Interpret cause and effect of resources or products in supply or demand from oral discourse **Summative** • Evaluate impact of economic trends on regions or countries from oral reading of grade level material	
Speaking	**Model Performance Indicators** **Formative** • Explain how major social issues or inequities depicted in illustrations or political cartoons have changed our lives **Summative** • Discuss federal, civil or individual rights in U.S. or native country and their personal impact using visual support	**Model Performance Indicators** **Formative** • Discuss and pose solutions to social issues or inequities depicted in illustrations or political cartoons **Summative** • Critique federal, civil or individual rights in U.S. or native country giving pros and cons	

Grades: 9-12
English Language Proficiency Standard 5
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

	Level 4 (Expanding)	Level 5 (Bridging)	Level 6 (Reaching)
Reading	**Model Performance Indicators** **Formative** • Interpret visually supported information on behavior of individuals & groups from various news sources **Summative** • Compare/contrast features of periods in world history based on paragraphs and timelines	**Model Performance Indicators** **Formative** • Evaluate authenticity of information on behavior of individuals & groups from various news sources **Summative** • Interpret features of periods in world history from grade level text	
Writing	**Model Performance Indicators** **Formative** • Summarize responses to interview questions from visually supported survey research in small groups **Summative** • Discuss how significant individuals or historical times have impacted politics, economics or society using illustrations or photographs	**Model Performance Indicators** **Formative** • Interpret results of survey research and pose questions for further study **Summative** • Explain and evaluate contributions of significant individuals or historical times in politics, economics or society	